

**EFFICACY OF DISCIPLINARY MEASURES USED IN CURBING
DEVIANT BEHAVIOR AMONG STUDENTS IN SECONDARY SCHOOLS
IN MURANG'A COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my husband Nicholus Kimathi and my lovely daughters; Natasha Kinya (Kiki) and Debbie Makena who have inspired and supported me throughout my study up to the completion of this project.

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ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
G&C:	Guidance and Counseling
MoE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology
PTA:	Parents Teachers Association
SDC:	Sub County Director
SPSS:	Statistical package for social sciences
TSC:	Teachers Service Commission

ABSTRACT

Deviance is a rampant problem in schools worldwide which has rendered the schools unsafe for normal academic activities and therefore these deviant acts are now of a great concern to school authorities and parents. Effective classroom learning cannot occur unless teachers are able to develop and implement effective discipline and management systems. Since good discipline brings good results in every school endeavor it is important to put up effective measures for curbing deviance. To realize this purpose, this study investigated the effectiveness of disciplinary measures put in place for curbing deviance among students in secondary schools in Kandara Sub county, Murang'a County. The study also sought to suggest possible and effective strategies for curbing deviant behavior among secondary schools in Murang'a County. The study was guided by assertive discipline theory by Marlene Canter. The sample size comprised of 10 public secondary schools out of 53 public secondary schools in Kandara sub-county of Murang'a County. The sample size was purposively selected. Primary data was collected using questionnaires and focus group discussions. The questionnaire was administered to 100 teachers and 200 students in form three. The questionnaires contained both open-ended and structured questions. Research findings were analyzed using descriptive and inferential statistics. The latest version 20 of SPSS was used in analyzing the quantitative data. Qualitative data was analyzed thematically. Findings were presented using frequency distribution tables. Study findings revealed that disciplinary measures used in different schools vary to a greater extent and they include both the recommended and the harmful ones. The study also revealed that caning students takes place in schools despite the government ban of corporal punishment. Moreover, the guidance and counseling unit was found to be non-functional in some schools. Study highlighted the major challenges faced by teachers in curbing deviant behaviors were non-cooperative parents and students, lack of support from society and administration. In addition, students' negative perception and development of avoidance behaviors was also identified as a major threat towards efficiency of disciplinary measures used. Therefore, this study makes a major recommendation to the ministry of education to come up a clearly defined behavior policy to control students' behavior in school. The study also recommended the strengthening of guidance, counseling, and sensitizing parents on the importance of discipline to the education of their children. Finally, students' involvement and reinforcement was also recommended. In summary, the key beneficiaries of this study work are the stakeholders in the Ministry of Education to initiate in-service training geared to equip teachers with the necessary effective methods of handling students deviant behavior in secondary schools and educate them on the methods which are not effective like suspension as the study reveals.

CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.1 Introduction

This chapter discusses background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, and limitations of the study, significance of the study, theoretical framework, conceptual framework and operational terms.

1.2 Background to the Study

Good order is essential in a school if children are to be able to fulfill their learning potential (Darling-Hammond & Baratz-Snowden, 2005). Disruptive behavior in the classroom reduces children's ability to concentrate and absorb information; and it unsettles children and causes immense stress for teachers. Children who are excluded from school because of their behavior under achieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behavior in schools can have far-reaching and damaging consequences for children and can limit their horizons (Akiba, 2008). A good school behavior policy, agreed and communicated to all staff, governors, pupils, parents and guardians, consistently applied, is the basis of an effective approach to managing behavior. Teachers need to feel that they have the full support of the school administration in enforcement of the rules and regulations governing behavior policy (Minott, 2015).

Creating a safe educational environment for every school is a major goal and responsibility of teachers, school administrators, and policymakers (Akiba, 2008). School safety has been defined as any threat to a student's well-being that could result from human action (Krishna, 2001). They further argue that it is important for students to feel safe in their school environment to be effective learners. Student perceptions of school safety, depends on their views of the effectiveness of the disciplinary procedures in their school environment. There are many different ways that our society can develop and sustain safe schools. Different schools, neighborhoods, and locations require different strategies for implementing safe school procedures. This suggests that certain schools may require more strict policies and more attention than other schools in enforcing school safety procedures.

Schools typically respond to disruptive students with external discipline, which consists of sanctions and punishment such as corporal punishment, suspensions, and expulsions. For example, in USA at least 48% of public schools took a serious disciplinary action against a student during 2005–2006. Among these actions, 74% were suspensions lasting 5 days or more, 5% were expulsions and 20% were transfers to specialized schools (Dinkes & Baum, 2009). According to the U.S. Department of Education's Office for Civil Rights, physical punishment was administered to a total of 272,028 public school children across the country in the 2004-2005 school years.

In London, Suspension is a serious disciplinary measure and it is used when other measures have not produced a satisfactory outcome. A student cannot be suspended for more than 10 school days at a time and more than 20 school days in

a school year. School days do not include weekends, public holidays or school holidays. If the principal believes that the student's behavior is serious enough to warrant immediate suspension, he or she can suspend a student immediately from school. The principal must provide the parents or guardian of the student with a written notice of suspension within 24 hours of the day when the suspension commences (Losen & Skiba, 2010).

The notice must state: the reasons for suspension; the school day when the suspension shall occur; and the opportunity for parents and guardians to participate in a suspension conference. Also, when a student is suspended for 10 continuous school days or 20 school days in one year, the principal must convene a suspension conference. Generally, the meeting involves the student, the parents or guardians, the student's teacher and the principal. The suspension conference considers educational, welfare and disciplinary strategies in relation to the student and discusses options for meeting their special educational needs (Losen & Skiba, 2010).

There is a growing concern on the ever increasing cases of learner indiscipline in South African schools (Aziza, 2001). Teachers in South Africa often find themselves in a dilemma of having to find effective ways of dealing with learner indiscipline in schools while at the same time protecting children's rights. Constitutional requirements call for the upholding, preservation and protection of children's rights and hence harsh and punitive disciplinary measures have been outlawed (Masitsa 2008). Masitsa (2008) further argues teachers have to deal with this challenge of growing indiscipline in schools. Forms of indiscipline experienced in schools range from minor forms such as noisemaking and late-

coming to major forms such as bullying, assault and possession and use of dangerous weapons. Disciplinary measures used have to comply with constitutional requirements of upholding the rights of the child.

Discipline is necessary for the effective management, if the goals of the schools are to be accomplished (Nakpodia, 2010). He further argues that discipline in school organization includes any rational approach used by teachers to overcome the problems of the school environment and to bring about effective discipline of students; the school formulates a set of rules to guide the conduct of students. In an effort to prevent and resolve students' discipline problems and ensure efficient functioning of schools in Nigeria, there are reasonable disciplinary policies and procedures. In addition, various disciplinary approaches such as corporal punishment, suspension and expulsion, exclusion and civil rights issues are utilized (Imaguezor, 1997). He further notes that a disciplined mind is an asset to any society, and the school is part of the process for training the youth in order to produce a balanced and disciplined citizen.

In 2001 and 2001, the state of students' behavior was in its worst in Kenya secondary schools. This led to the formation of a task force made up of prominent academicians, parents and other stakeholders. In his preamble to the appointment of the task force, the minister of Education stated that (GoK, 2001; viii):-

Following the recent spate of incidents of unrest in secondary schools..., the ministry has formed a task force, to solicit information and brainstorm with various stake holders...and make recommendations on.... discipline in secondary schools...

Corporal punishment, one of the disciplinary measures which was being used in

Kenyan schools was banned by the government in all learning institutions in 2001 through legal notice number 56/2001. The following year, the Director of Education issued a circular to all heads and principals of learning institutions reminding them that corporal punishment was outlawed by the legal notice, (Kenya times, February 19, 2009) refers of a report from Swedish organization which had regrets that despite the enactment of an act outlawing corporal punishment as a form of curbing indiscipline the practice of caning was still rampant in Kenya. Corporal Punishment seems to be hard to eradicate as teachers seem to be ill equipped to handle cases of indiscipline. Nganda (2004) argues that caning will persist since it is less time consuming, quick and easy to administer in comparison to other forms of punishment and lack of alternative measures also enhance the persistent of the use of the cane in many schools.

Many teachers blame the pertaining indiscipline among learners in schools on the 2001 ban on corporal punishment following the enactment of *The Children Act, 2001*. Little wonder, the most recent surveys have confirmed that schools still rely heavily on punishment as a means of promoting 'discipline' in learners. As far as teachers are concerned, the causal connection between punishment and discipline is an observable, empirical fact (Khatete & Matanda, 2014). Over a decade since the ban on the use of corporal punishment in schools, indiscipline still persists despite schools' sustained administration of punishment - including the illicit forms - to promote 'discipline'. Recent surveys have confirmed that most schools in Kenya have not adhered to the ban on corporal punishment (Kiprop, 2012).

The Constitution of Kenya, 2010 Article 29 clauses (d), (e) and (f) prohibit subjecting children to torture, corporal punishment; or treating or punishing them

in a cruel, inhuman or degrading manner (Republic of Kenya, 2010). In consonance, *The Basic Education Act, 2013* Article 36 Clause (1) states that: ‘No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological’ (Republic of Kenya, 2013).

Agenga (2010) in his study found out that in managing student personnel one of the major challenge was conflict which is at various levels. Conflict among student was due to theft in property, difference in opinion, disrespect for prefect, indiscipline of students, academic jealousy, rivalry for attention, negative attitude, and boy-girl relationship. He also found out that student-teacher conflict was due to indiscipline of student, negative peer pressure, difference in opinions academic performance, lateness, favoritism by teachers and marks awarded to students. The above named study affirms the need for school administrators to have conflict resolution capabilities as conflict in schools will have far reaching effects on school management.

Schools frequently employ physical forms of punishment such as caning, slapping, pinching, pulling hair and ears, kneeling down for long periods, and forced manual work ostensibly to promote discipline in learners Schools also use nonphysical forms of punishment like verbal punishment (e.g. belittling, shaming, and ridiculing a learner); deprivations (e.g. denying learners their rights); and burdens (e.g. asking a learner who has lost a school text book to replace it or one who sneaked from school to buy a 610m roll of barbed wire) (Kimani, Kara, & Ogetange, 2012).

Provision of guidance and counseling services has been floated as an alternative to the cane is condemned as being unviable and too ambitious. It has been accused of being too long and tedious and many schools lack trained personnel and the finances to cater for the facilities and other obligations required thereof (Njogu, 2007). Kamunge report of 1988 asserts that guidance and counseling of the youth in secondary schools is essential in helping the identification of their individual interest, needs and the correction and assistance to enable them face the realities of life. It further states that each school should have a mature teacher responsible for the coordination of the guidance and counseling programs (Njogu, 2007) asserts that students counseling should be intensified while paying more attention to underachievers, problem cases and their parent. Improved terms of service for teachers will motivate them to promote trouble free learning environs.

Githumu high school students in Kandara Sub-County burnt three dormitories in the year 2011, and the cause was that teachers were over teaching them and therefore the way to have a rest was to burn the dormitories so as to be sent home. Gaichanjiru High school students in the same Sub County went on rampage in the same year 2011, which resulted to death of one student and several others injured. The reason given by students was that the new principal had introduced new rules and regulations that were unpopular to the students. Gichagi-ini secondary students in the same Sub-County went on rampage in the year 2012 blaming the principal for insisting that the student should have their hair cut, (SDC Kandara). In 2014, 20 girls from a secondary school in the district were suspended over gross indiscipline during a journalism club function. In 2013, about 10 students from the same school were expelled home for being lesbians (Kamaku & Mberia, 2014). It was a feeling of the SDC Kandara that if the principals would have taken sometime and explain

and discuss the issues that caused the unrest, the students would have owned them resulting to no unrest.

1.3 Statement of the Problem

Corporal punishment as a disciplinary tool was outlawed due to some negative consequences on school discipline. Discipline must be maintained in schools so that the culture of teaching and learning can run smoothly without any disruptive behavior. The ultimate goal of punishment is to make learners obedient, controllable, and trouble-free. The issue of coming up with effective ways of dealing with learner discipline would assist in curbing learner indiscipline. This ensures safe and secure schools as well as conducive environment for meaningful teaching and learning. It also signifies that teachers are in firm control, having won the power struggle over their students.

The most imperative thing is that these measures of instilling and maintaining discipline among students have to be effective and progressive if they are to yield good results. There is a need therefore to evaluate the effectiveness of remedial measures currently in force in order to sensitize all the stakeholders in the education sector on the most effective methods of curbing deviant behaviors for purposes of improving education standards in the country. The primary concern of this study was to examine the effectiveness of the disciplinary measures used in schools in Murang'a County, Kenya.

1.4 Objectives of the Study

The following objectives guided this study:

- i) To evaluate the disciplinary measures in place for curbing deviant

behavior in secondary schools in Murang'a County.

- ii) To establish the effectiveness of the disciplinary measures in curbing deviant behavior among students in Murang'a County.
- iii) To establish the challenges encountered by schools in the process of curbing deviant behaviors among secondary school students in Murang'a County.
- iv) To suggest possible and effective strategies for curbing deviant behavior among secondary schools in Murang'a County.

1.5 Research Questions

The study was guided by the following questions;

- i) Which are the disciplinary measures in place for curbing deviant behaviors among students in secondary schools in Murang'a County?
- ii) How effective are the disciplinary measures currently used for curbing deviant behavior among secondary school students in Murang'a County?
- iii) What are the challenges encountered in curbing deviant behaviors among students in secondary schools?
- iv) What are some of the possible and effective strategies of curbing deviant behavior among secondary school students in Murang'a County?

1.6 Significance of the Study

The findings of this research are aimed at generating data that may help in dealing with deviant behaviors effectively among students in secondary schools. Similarly, the findings may also be vital in helping to boost academic performance in schools since students discipline is critical to the attainment of positive school outcomes. The study may also help all the stakeholders to focus on the management of the student discipline as a means of curbing student's unrest and unnecessary disruption to the teaching and learning process. The findings may also help to sensitize head teachers and teachers on the need to adopt effective remedial measures so as to curb student's indiscipline and also show that failure to use effective strategies may actually increase indiscipline among secondary school students. The findings may also help the policy makers in the formulation of policies which incorporates effective remedial measures in curbing indiscipline in secondary schools. Lastly, the study may also help to sensitize parents on their roles in strengthening the measures employed by teachers in enhancing student discipline in secondary schools.

1.7 Assumptions of the study

The study was carried out based on the following assumptions;

- i. That the respondents would be willing to provide sincere and reliable information for the study.
- ii. The school administration will disclose ways in which deviant behaviors are addressed in schools.
- iii. Deviance in schools could be curbed if proper measures were instituted.
- iv. The study is limited only to remedial measures which are in place in

curbing deviance in schools.

- v. Teachers have developed different strategies of managing different forms of indiscipline among secondary school students.

1.8 Limitation and Delimitation of the Study

1.8.1 Limitation of the study

Orodho (2005) defines limitations as an aspect of the study that the researcher knows may adversely affect results or generalization of the results of the study, but which he/she has no direct control. The study was confined only to a sample of secondary schools in Kandara Sub County only. The scope of this study was limited to only 10 secondary schools in Sub County which have recently experienced disturbances or unrest. For more conclusive reports all secondary schools need to be studied. However, this was not possible in this study due to financial constraints, time constraints and other logistical constraints.

Time was a limiting factor. The time available for the study was short so it was not possible to involve all the stakeholders like parents, BOG and PTA members and other stakeholders in the district as this may require elaborate arrangements and significant amount of time than it was available for this project.

1.8.2 Delimitations of Study

Orodho (2005) define delimitation of the study as the boundary limitation. The study was conducted in public secondary schools in Kandara Sub County of Muranga County and this is because of the universality of their discipline management policy national wide and ease of permission to conduct research. For more conclusive results, a bigger sample of schools in the county should be

studied. Private schools were precluded as they are thought to have different systems of dealing with deviance.

Data was collected from the head teachers, teachers, guidance and counseling teachers and students. The study targeted form three students only, the rationale being that they are more mature than the form one and twos as they are older and they have stayed longer in school. They are also not pre-occupied with the national examination or issues of life after school as the form fours. Further, the study targeted the head teachers, teachers and guidance and counseling teachers because these respondents deal directly with deviant students.

1.9 Theoretical Framework

The study was guided by Marleen Canters Assertive Discipline theory of 2005, a revised edition of 1976. For many years Canter has been refining the system of discipline, which he calls Assertive discipline, to help teachers interact with students in a calm, helpful and consistent manner. The overall goal of this theory was to help teachers establish classrooms where students may learn and teachers may teach effectively.

Canter advocates a written discipline plan that clarifies rules, positive recognition and corrective actions. Rules to state exactly how students are to behave. They should indicate observable behavior such as keep off your hand to yourself rather than vague idea such as show respect to other students. He further argues that rules should be limited in number and refer only to a behavior.

Canter further argues that teachers must find ways to meet the need of difficulty students. He highlights the three kinds of special needs by difficult students;

Need for extra attention, a need for firmer limits, and a need for motivation. He suggested that if a student needs attention, provide the maximum attention in the shortest time possible, if the students need firmer limits, enforce class rules in non-confrontational way and if the students' needs greater motivation, show faith in his or her ability.

The manner in which teachers respond to students' behavior affects students' self-esteem and their success in school. Therefore teachers must use an assertive discipline respond style to state expectations clearly and confidently and reinforce their words with actions. A discipline plan has three parts: Rules that the students must follow at all times, positive recognition that students will receive for following the rules, and 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. The summary suggestions from Canter were: to make sure that students needs are meet in the classroom; to model appropriate behavior in schools; good discipline system which students should understand and accept it, and good student behavior is best maintained by providing students continual positive support and the help they need. This theory is relevant to the study because the manner in which teachers respond to students' behavior affects student's self-esteem and their success in school. Teachers should have a good discipline plan that has rules and consequences that result when students choose not to follow the rules and this theory explains this. The theory too is relevant dealing as teacher are able to involve positive and negative consequences calmly and fairly and they also remain

in charge in the classroom. The teachers are able to understand the effective methods of dealing with students deviant behavior.

There are three basic tenets associated with assertive discipline theory;

The teacher and students jointly develop a limited number of classroom behaviour roles that will be followed by all students. The classroom rules should be observable (usually posted in one or more places in the classroom).

To positively recognize student for good behaviour the idea is that such recognition establishes positive relationship with students. The recognition can consist of verbal praise as well as positive remarks about individual students sent to parents.

When disruptive classroom behaviours occurs, the teacher is trained and react to them calmly and quickly. The misbehaving student should almost immediately receive some sort of consequence for the improper behaviour. Assertive discipline argues that the consequence for improper or inappropriate behaviour need not be severe to be effective.

1.10 Conceptual Framework

Figure 1.1 shows that the key to maintain discipline in schools rest upon effective application of disciplinary measures across all education stakeholders. It is anticipated that effective use of these disciplinary measures will result to conducive learning as well as good academic performance. On the other hand ineffective use of the disciplinary measures may adversely affect leaning environment, increase indiscipline cases and poor academic performance.

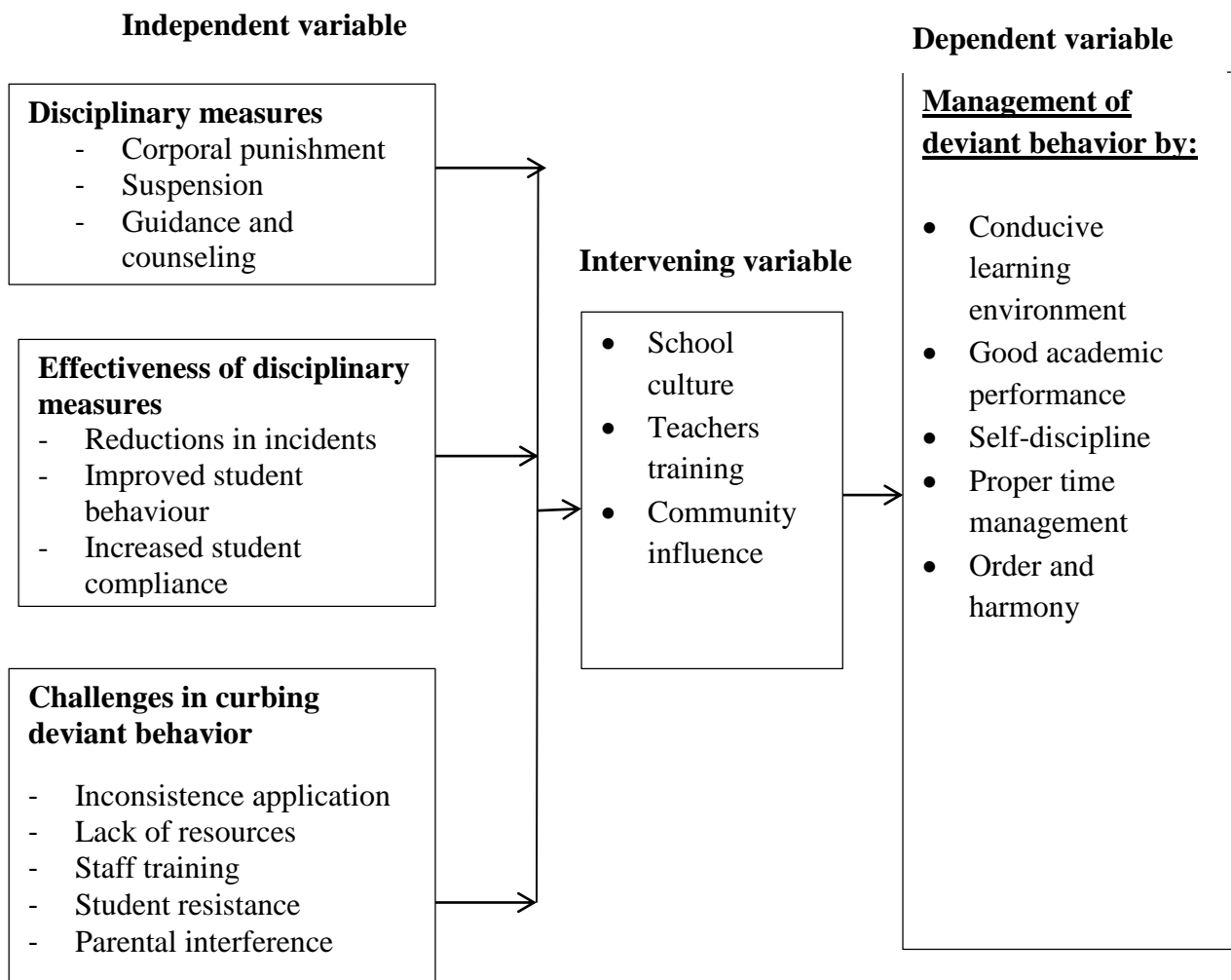


Fig 1.1: Relationship between independent variables and dependent variable on the alternative strategies of discipline

Source: Researcher

1.11 Definition of Operational Terms

Authority: This is the right to exercise action over others that is vested in the authority figure. It is distinct from power which is the ability to influence others

Corporal punishment: This is the infliction of any kind of physical pain such as pinching, use of blows and kicks, slaps as a form of punishment. For the purpose of this study, corporal punishment will refer to the use of the cane for the purpose of modifying behavior in the school situation.

Community: People and environment outside the school, which students interact with.

Disciplinary measures: These are strategies used for controlling and correcting indiscipline among students.

Deviant behavior: Any action(s) varying from the school rules and regulation and from generally accepted morals and norms. E.g. smoking, bullying, going on strike

Unrest: A situation where students protest violently over certain unsuitable conditions

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The issue of deviance in schools is of much concern to everyone in the society since schools are very important to any developing society. This subject has long been debated and has featured repeatedly in schools. Since students are the most essential elements in education it is absolutely necessary to direct them to exhibit acceptable behavior within and outside the schools so as to promote good education. In order to focus on the effectiveness of remedial measures used to curb deviance in secondary schools, the following areas were looked at in this review of the related literature; types of deviant behavior in schools, and remedial measures used in curbing deviant behavior in schools and challenges encountered in schools when dealing with deviance.

2.2 Disciplinary measures used in curbing deviant behavior in schools

In America, schools face a number of challenges related to disruptive and antisocial students. The behavior of these students interferes with learning, diverts administrative time, and contributes to teacher burnout (Byrne, 1999; Kendziora & Osher, 2009). These behaviors range from discipline issues that include, rule violation, disruptiveness, class cutting, cursing, bullying, sexual harassment, defiance, fighting, and vandalism. Failure to deal effectively with this low level aggressive behavior contributes to poor individual, school, and community outcomes (Conoley & Goldstein, 2004).

Heckert and Heckert (2002) offer the traditional definition of deviance as

behaviors that involve under conformity or non-conformity to normative expectations and negative evaluations. In high schools, deviant acts can exist on a wide range. At the non-violent end are behaviors such as truancy, stealing, gambling, and using obscene language and at the violent end are dangerous acts, such as fighting and assaulting peers with weapons. This study will focus on both violent and non-violent deviant acts among students. Kendall (2006) asserts that deviant behavior varies in its degree of seriousness, ranging from mild transgressions of folkways to more serious infringements of mores to quite serious violation of law. In Kenyan secondary schools, deviant behaviors vary, from minor deviant acts like noisemaking, coming to class late, laziness to other more serious acts like stealing and drug abuse. This study will focus on both minor and major deviant acts among student.

Discipline in Kenyan secondary schools is a matter of concern and the upsurge of indiscipline is blamed on the law that has in recent years forced teachers and even parents to spare the rod. A study by Kiprop (2004) confirms this, establishing that the banning of the cane has undermined discipline in secondary schools in Kenya in the post-caning era has deteriorated. Nelson (2002) indicates that bullying in schools is an international problem. In most cases, bullying is interpreted as direct physical aggression, as well as indirect behavior such as verbal threats. Indiscipline is also manifested in booing (MOEST, 2000/2001:19). Constant booing by learners when addressed by members of staff is a strong indication of indiscipline. Indiscipline is also evident in strange behavior like international loud sneezing and clearing of throats, nasty remarks and inscriptions on boards and walls. Learners feigning illness and frequent absenteeism without good reasons are also signs of indiscipline.

Indiscipline also takes the form of drug abuse and rampant in Kenya schools [MOEST,2000/2001:2]. This could be a result of negative peer influence and learners are forced to adhere to all that is said and done by their peers (MOEST, 2000/2001:19). Mwiria (2004) observes that schools largely mirror the practice of the wider society. Drugs and alcohol abuse and related social ills are problems in schools because they are common place outside schools. He adds that drugs and alcohol are easily available and relevant laws are not enforced as effectively as they could be. It was also found that absenteeism; dishonesty, untidiness, laziness and lack of seriousness in academic work are serious behavior problems in secondary schools in Kenya (Kiprop, 2004:61). Mwiria (2004b:11) observes that learners have exhibited laziness and lack of discipline by refusing to take mock examinations; rejecting head teachers and their deputies who are seen to be disciplinarian; showing disdain for the clothes some lady teachers wear, opposing extra tuition, engaging in alcohol and bhang abuse or love affairs with fellow students, refusing to clean school facilities or following bad examples of peers in neighboring schools.

Njoroge (2003) asserts that deviance in school is expressed in form of acts like strikes, defiance to school authority, demonstrations, boycotts, wanton, destruction of school and private property, bullying other students, obscene writings on walls, toilets, trees etc, hooliganism during interschool activities and also abnormal sexual practices and drug taking among others. Ngare (2008) notes that central province topped the list of areas hit hard by student's unrest with 68 incidences, Rift valley had the second with incidences being 55, following closely was Eastern province with 53, Nyanza with 27, Coast 14, Nairobi 19 and Western 8. Kenya times of 5th September, 2008 reports that Mwingi high school students burnt two

dormitories after reporting for third term. These incidences reveal that cases of deviance in schools are rampant and therefore an understanding of the effectiveness of remedial measures in place is of great importance.

Mbugua (2003) observes that deviance is a common problem in the Kenyan schools and every school has experienced a particular type of deviance or deviant behaviors at one point or the other. He further asserts that the discipline problem in schools range from less serious ones like rudeness, laziness, careless laughter ,coming to class late ,careless dressing and noise making in class to more serious ones like stealing, bullying of a fellow student, coupling and drug abuse. A child's discipline is essential to creating a happy setting in home and in school so they therefore need certain limits. These limits cannot be set without punishments, blaming, shaming and many other methods used in schools .These intervention measures are therefore of great help in curbing deviant behaviors and they vary from school to school.

Wachira (2001) sees discipline as the ability of the school to impress upon its students the need to behave in particular ways, accordingly. He further notes that the nature of the school organization especially of the authoritarian kind is conducive to conflict that may lead to deviant behavior.

2.3 Effectiveness of Disciplinary Measures used to Curb Deviant Acts in Schools

In England there is a wide range of responses to problem behavior in schools. Whole school approaches recognize that school ethos and climate is crucial in promoting positive behavior. The whole school approach is apparent in a raft of policies, agreements and strategies that are expected in all schools in England: such

as behavior management, anti-bullying, anti-harassment and equal opportunities policies; home-school agreements and particular strategies or approaches to realizing these policies and agreements. The use of the curriculum to promote pro social values, for example through citizenship education, and through teaching and learning strategies are yet to be another part of what all schools are expected to do. This study sought to study the remedial measures in Kenyan school and to establish their effectiveness in curbing deviance.

In the less developed nation like Trinidad and Tobago, participation in deviant acts can result in exclusion from school. This means being denied access to an institution of formal education for a period of three to seven days. Such penalty can be imposed by a school principal or vice principal, usually on the advice of senior school administrators. Longer term exclusions, called extended suspension, can last several weeks at the discretion of the Minister of Education, depending on the nature of the offence committed. Administrators' power to exclude students is contained primarily in "zero tolerance" policies: zero tolerance for acts such as violence, use of obscene language, especially to teachers, threats and violence to teachers, possession and/or use of weapons, and use of illegal substances (Krishna, 2011)

Punishment-based disciplinary measures may only help to deter inappropriate behaviors as far as they provoke fear in learners (Holden, 2002). Children come to fear for their possessions (that they may be taken away), privileges (that they may be revoked), and preferences (that they may be used against them) and even safety and well-being (Zaibert, 2006). Learners do not necessarily come to understand why their behavior was wrong, or how their behavior negatively impacted others

(McConville, 2003). In contrast, the effects of discipline on learners ought to be an increased sense of responsibility, self-confidence and the ability to distinguish appropriate from inappropriate behavior (Wolfgang, 2001).

The Kenyan government banned corporal punishment in all learning institutions in 2001 through legal notice number 56/2001. The following year, the Director of Education issued a circular to all heads and principals of learning institutions reminding them that corporal punishment was outlawed by the legal notice. The notice referred to the 2001 Children's Act, stated that a child shall be entitled to protection from physical and humiliating abuse by any person and also a child shall not be subjected to torture, cruel treatment or punishment. Mwandoto (2008) reported that in Kilifi parents had a view that caning should be reintroduced in a meeting with teachers in one of the school after the teachers complained of indiscipline among students. According to the teachers, many of the students at the school were abusing drugs and some had become addicts, yet the teachers could not punish them. Kilifi District Education Officer said it would be illegal for parents to re-introduce corporal punishment in any school after the Government outlawed it through the Children's Act. The Government banned caning of students in either private or public schools and parents in any learning institution cannot overrule that order, he said. The education official said corporal punishment amounted to child abuse and went against the Children's Act.

According to Ndirangu (2000), counseling is one of the possible solutions to deviant behavior. The writer says that the work of the teacher counselor in present education system needs to be enhanced. He emphasizes that counseling is urgently needed service in the existing monumental ocean of problems. He says such a

counselor should be well educated to handle the challenges he finds in his work adequately and that more resources should be spent on guidance and counseling manuals, which suit Kenyan conditions.

Establishing a strong and functioning guidance and counseling unit is capable for monitoring students (Sang et al., 2014). Wachira (2001) having school counselors, scheduled meeting times with the administration to discuss issues relevant to school as a useful way of containing deviant behavior. He further adds that having clear and open communication channels is crucial in creating and maintaining an atmosphere where desirable behavior can take root and prosper. Another view is expelling of deviant students found peddling or taking drugs within or outside the school compound (Maina, 2007). Seeking medical help in cases of severe deviance is another way of solving deviancy in school and society (Otiende, 1988).

Kombo (2005) suggested a number of solutions to deviant behavior in schools. He notes that deviance can be controlled by making the school experience pleasurable and rewarding. He says that efficient school administration and good class control where there is firm and treatment of students may help minimize deviant behavior so teachers should portray trust of their students. He sees readiness on the part of the school administration to negotiate with students not only in the situations of conflict but also in a pre-emptive manner by including them in the decision making process on some issues as means of helping dissipate tension that leads to deviant behavior in secondary schools.

Bakhda, (2004) asserts that in Kenya, School administrators control students by imposing some form of punishment, thinking that punishment is the most effective means of deterring students from repeatedly failing to behave properly. Schools

use policy documents such as school code of conduct which spell out clearly school regulations or 'ground rules' that help the students know what is expected of them in order to maintain a well-run and organized school. School code of conduct is important but it is a good idea to explain the rules and why they are written because its rigid implementation may create anti-establishment. There should be love and respect within a discipline system, before making a decision to punish; the circumstances leading to the incidence in question must be explained in detail. Punishment should be consistent and immediate, delaying the decision is ineffective and in many cases the recipient may forget the reason for the punishment

The ministry of education was ordered by the cabinet to enforce discipline and restore calm in schools following weeks of unrest in schools. Several students had since been taken to court to answer charges of arson and related offences. The minister for education Prof. Sam Ongeri banned the use of mobile phones by students. He also proposed the expulsion of students who or took part in burning school property. Transfers of students were suspended to ensure those who burned their school were not transferred to other schools (Cooper, 2014).

Kindiki, (2009) observe that due to the ban on the use of the cane to instill discipline in schools, school administrators have resorted to other methods which may be physically and psychologically damaging to the recipient and may also have long-lasting and devastating effects .The way the problem of deviance is dealt varies from one school to another. Bosire notes that schools have resulted to expulsion, sought police help while others have co-opted students into looking for solutions to their problems.

To effectively deal with indiscipline, one needs to be conversant with its causes (Cowley, 2001). Thus, knowledge on causes of indiscipline may give teachers insight on the suitable methods to use order to achieve maximal classroom control or deal with pupils in a way, which minimizes the prospect of control problems. It is widely acceptable 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 behavior interventions useful during lessons.

2.4 Challenges encountered by schools in dealing with deviant behaviors in schools

Schools experience many problems in curbing deviant behaviors. Kamandi (2010) in his study on management of students discipline problems in Yatta District observes that, the management of the mixture of boarders and day scholars, lack of support from parents, influence on home background of students and other such as wrong usage of mobile are some of the problems encountered when dealing with students deviant behavior.

Wright and Keetley (2003) reported that violence has implications in schools as teachers have less time to deliver teaching in order to effectively manage classroom disruptions as well as facing many other problems including lack of morale and job satisfaction. Gachathi report of 1976 reveals that some influential parents have eroded the power of head teachers and teachers over the pupils. The report also reports that pupils find it hard to accept a teacher's advice against drug abuse, alcohol, or promiscuity because these are common in their environment.

The brunt of day to day management of students who are sometimes labeled

deviant falls upon school administrators, namely the principal and the deputy principal. This group makes immediate decisions about the consequences of deviant acts and determines whether a student remains included or is excluded from school. Since inclusion is the ideal, it is important to know how school administrators who deal with deviants, and who choose not to exclude them construct their discursive positions (Krishna, 2011). Differences in opinion are evident, between parents and teachers, about the extent to which particular behavior constitutes a problem severe enough (or deviant enough) to warrant school exclusion (Hayden & Dunne, 2001). This study therefore aimed to establish how the school authority determines the consequences of various deviant acts in schools.

Nganda (2002) points out that the guidance and counseling program is hampered by a myriad of drawbacks ranging from lack of trained personnel to inability to meet the financial obligation implied thereof. He further observes other barriers that hamper effective counseling in Kenyan schools includes altitude and stigma problems. For instance since guidance and counseling generally seems to be associated with social misfits and trouble makers, many students will fear to seek assistance for fear of being laughed or being seen as emotionally or psychologically sick by their peers. Many students become uncooperative during a counseling session in fear of being victimized if they reveal too much about themselves with others are simply ignorant of the outcome of counseling. This ignorance also covers lack of clarity of the boundaries such as the limits of confidentiality.

On the other hand, the anti-caners crusaders argue that the practice has a degrading

effect on both the teacher and the students in that the teacher becomes insensitive to human pain and suffering while the students good conduct is motivated purely by the desire to escape physical pain. They hold that caning is brutal, punitive, sadistic and therefore degrading and dehumanizing. As such it violates human rights and dignity of children (Bear, 2002).

2.5 Summary of the Chapter

This chapter shows that a lot of research has been done on deviance issues in school, and also the possible disciplinary measures which have been adopted by various schools in curbing the problem. Some of the disciplinary measures identified include the use of guidance and counseling, suspensions, use of punishments and canning.

After the outlawing of corporal punishment in Kenyan schools teachers have become cautious to avoid being accused of assaulting their students. This leaves many of them afraid of taking any disciplinary action against their students escalating the problem of indiscipline in schools. Since there has been notable increase in cases of students' unrest in Kenyan secondary schools, this suggests that there is an underlying problem. The question "are the measures employed in schools for curbing deviance effective?" needed to be addressed. To address this gap of knowledge this study evaluates the effectiveness of various disciplinary measures in place employed to curb deviance in schools. Such a study has not been done in secondary schools in Murang'a County, so it was therefore important to be carried on.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study. It describes the design, study location, target population, study sample and sampling, research instruments, piloting instruments, validity of the instruments, reliability of the research instruments, data collection procedure and data analysis plan.

3.2 Research Design

The study used descriptive survey design; in which, facts were collected and recorded as they appeared. Kombo and Tromp (2006) argue that the major purpose of descriptive research is description of the state of affairs, as it exists and the researcher reports the findings. Orodho (2003) describes descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Orodho and Kombo (2002) observe that descriptive survey can be used when collecting information about attitudes, opinions, habits or any of the variety of education or social issues. The design deemed appropriate for the study because it aimed in assessing the effectiveness of disciplinary measures to curb deviance among secondary school students.

Robson (1993) argues that descriptive studies provide a relatively simple and straight forward approach to the study of values, attitudes, beliefs and motive. 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 survey will be conducted (e.g. by phone or face to face) (Orodho, 2003).

This design was therefore appropriate for this study as the study sought to obtain information on the effectiveness of the disciplinary measures for curbing deviant behavior in selected secondary schools in Kandara Sub County, Murang'a County.

3.3 Location of the Study

The study was conducted in Kandara Sub County of Murang'a County. Kandara Sub County has got 53 public secondary schools in total. The district was preferred for this study because, in 2012 and 2013 alone the district recorded more than 20 cases of mass indiscipline which affected both day and boarding public secondary schools (Sub County Director, Kandara). For instance, Githumu high school students burnt three dormitories in the year 2011, Gaichanjiru High school students went on rampage in the same year, which resulted to death of one student and several others injured. Gichagi-ini secondary students in the same Sub-County went on rampage in the year 2012 blaming the principal for insisting that the student should have their hair cut, (SDC Kandara). In 2014, 20 girls from a secondary school in the district were suspended over gross indiscipline during a journalism club function. In 2013, about 10 students from the same school were expelled from school for being lesbians, (Daily Nation, 22nd March, 2014. It was a feeling of the SDC Kandara that if the principals would have taken sometime and explain and discuss the issues that caused the unrest, the students would have owned them resulting to no unrest. It is in this light that the researcher felt it was necessary to carry an investigation to find out the efficiency of the disciplinary measures put in place to curb deviant behaviors among secondary schools in Kandara Sub- County, Muranga County.

3.4 Target Population

The study targeted 53 public secondary schools in Kandara Sub County. The key respondents were students and teachers who comprised of deputy head teachers, teachers and guidance and counseling teachers. .

3.4.1 Deputy Head Teachers

The deputy head teachers were targeted for the study as they are the chief administrators of the schools and they have the responsibility of instilling, controlling and maintaining discipline in schools and they are also conversant with everything that goes in school regarding the management of students' indiscipline.

3.4.2 Teachers

Teachers were also targeted because they spend most of their time with the students in various forums and they are the ones in most cases who deal with indiscipline among students. They interact with students in various forums, like in classroom, in the field, during clubs and societies etc. Lastly, guidance and counseling teachers will be used as respondents because of their position as advisers of the deviants on how they can reform.

3.4.3 Students (Form Three)

Students were also targeted because their indiscipline is the subject of investigation. They could also 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 in fear of the victimization by the Teachers Service Commission (TSC) .

3.5 Sample Size and Sampling Procedure

3.5.1 Sampling Techniques

The researcher used stratified, simple random sampling and purposive sampling technique in the selection of schools and participants of the study. The schools were stratified into four categories representing boys' boarding, girls' boarding, co-day, and co- boarding. Simple random sampling was used to select schools from each stratum. That is, two boys boarding, two girls boarding, five day schools and one co-boarding. Thus, the sampling unit for the study consisted of 10 public secondary schools in Kandara Sub County. Wiersma and Jurs (2005) recommended that if the population is large, a minimum of 10% is adequate for the sample. All deputy head teachers and guidance and counseling teachers and form three class teachers of the selected schools were included in the study. Purposive sampling technique was used to select only form three students of the sampled school who participated in the study. This technique is mostly used when a research study is interested in a certain specified characteristic (Nkapa, 1974).

3.5.2 Sample Size

Identification of study sample size was done using a simplified formula for proportions $n=n/*N$ (Kish, 1968), where n =sample size, N =population size. The study sample size consisted of 200 form three students, 90 teachers and 10 deputy head teachers. The study sample size of the schools and participants is represented by sampling frame in table 3.1

Table 3.1*Sample frame and sample size*

School category	Schools		sample size			
	No of schools	Sample	Teachers		Students	
			Male	Female	Boys	Girls
BB	9	2	14	10	40	
GB	7	2	11	11		37
CO-D	33	5	17	15	52	45
CO-B	4	1	14	8	14	12
SUBTOTAL			56	44	106	94
TOTALS	53	10	100		200	

*Note.*BB=Boys Boarding; GB= Girls Boarding; CO-D= Co-day; CO-B= Co-boarding;

Source: Adapted from Kandara, D.E.O, 2016

3.6 Research Instruments

The study used questionnaires, interview guide and focus discussion group for data collection purposes. Questionnaires enable one to collect a large amount of information in expensively and in a reasonably short space of time (Orodho, 2005). The questionnaires were preferred because of its suitability. It has the ability to collect large amount of information within a short time. It does not only take short time but also cover a large population and is less costly to use. The respondents' names were not written in the questionnaire. This made them to be sincere and honest in filling the questionnaire. It avoids bias which is always common with personal interview. Focus group discussions were also used to gather the same

information in order to gain insight into several perspectives about efficacy of disciplinary measures used in schools. Interview guide was also used to gather information from the deputy head teachers to confirm information provided by students in the questionnaires.

3.7 Piloting the Instruments

Kombo and Tromp (2006), argue that piloting helps test the feasibility of the study techniques and to perfect the questionnaire concepts and wording. It also enhances the reliability and validity of the instruments (Mugenda & Mugenda, 1999).

The researcher conducted a pilot study in one of the schools within Kandara Sub County. The school was not among the selected ten schools before starting the actual study. Pilot research involved collection of data from one secondary school in the district to test the appropriateness of the questionnaires and to enable the researcher to update where the questions were not clear or relevant.

On completion of the data collection, the researcher analyzed the raw data using descriptive statistics starting with tally marks, frequency distribution tables and percentages. The researcher conducted the research herself to ensure utmost response and save time.

3.7.1 Validity of Research Instruments

Validity of the instruments was determined through content validity analysis. The researcher sought expert opinion in assessing the validity of the instruments. Kombo and Tromp (2006) define validity as the extent to which an instruments measures what is supposed to measure. That is whether the instrument measures the characteristics or traits for which it was designed or intended to perform. The

researcher established the validity of the instrument through the use of pilot study and professional guidance from university supervisors. The instrument was tried out to measure whether the set of items was fairly a representative of the problem under study.

3.7.2 Reliability of Research Instruments

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. Mulusa (1990) noted that a reliable instrument is the one that consistently produces the expected results. Reliability was determined through test retest. The questionnaire was administered to a group of respondents, and this was repeated to the same group after two weeks. The correlation between the two sets of data was determined. Correlation coefficient of 0.8 was reported allowing the instruments to be used (Frankel & Wallen, 2009)

3.8 Data Collection Procedure

Mugenda and Mugenda (1999) observed that to obtain accurate data a researcher needs to obtain maximum cooperation from the respondents. In preparation for data collection, the research obtained a research from Sub County Directors office. Prior to the research, the researcher visited the sampled schools for permission from the school principals to collect data from their secondary schools. The researcher then arranged with head teachers for appropriate time and dates for visiting each school.

3.9 Data Analysis Plan

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo, 2006). The data

analyzed manually and using SPSS v20 and Microsoft Excel 2010. The results were presented in form of descriptive statistical tables showing means, subtotals and percentages. The analyzed data was used to provide answers to the research questions that the study sought to answer.

3.10 Logistical and Ethical considerations

Before the research was conducted the researcher sought permission from National Commission for Science, Technology and Innovation (NACOSTI) by requesting for a research permit. The research involved a lot of funds in terms of making trips to the selected schools in Kandara sub-county and also in photocopying, typing and printing. The participation in the research was voluntary and the respondents had the right to refuse to divulge certain information. The researcher avoided plagiarism, which is copying other peoples work without acknowledging them. Plagiarism erodes the integrity of the researcher leading to serious professional repercussions (Orodho, 2009)

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and interpretation in respect to the research objectives. In the section, the response rate, demographic data and the empirical findings of the study objectives are discussed.

4.2 Response Rate

The study targeted one hundred (100) teachers (with a total of fifty-six (56) male teachers and forty-four (44) female teachers, ten (10) Deputy Head Teachers and two hundred (200) students (with a total of one hundred and six (106) boys and ninety-four (94) girls) were sampled. Table 4.1 gives a summary of the response rate.

Table 4.1

Response Rate

Respondents	Gender	Sampled (n)	Percentage (%)
Teachers	Male	56	18.1
	Female	44	14.0
Students	Boys	106	34.3
	Girls	94	30.3
Deputy Teachers	Male	6	1.9
	Female	4	1.4
TOTAL		310	100

Source: Author 2019

A total of three hundred (310) respondents participated in data collection; therefore, the turnout rate was 310, making 100% questionnaire return rate. This was made possible as the researcher self-administered the instruments so as to ensure maximum response rate. This response rate was considered sufficient for data analysis since it follows Mugenda (2003) stipulation that for a census, 70% or more response rate is adequate. In addition, considering the period that the researcher took on follow up with the respondents, the chances of more questionnaires being received declined with time and therefore, this was considered adequate for the research analysis.

4.3 Demographic Characteristics of Sampled Respondents

The demographic characteristics that were considered in this study for teachers were gender and teaching experience and for students were gender and age. Basing on the data collected, the following data was obtained

4.3.1 Gender of Sampled Teachers

The teacher demographic information was analyzed by gender and teaching experience. Data concerning teachers' gender distribution in the sampled teachers is presented in figure 4.1.

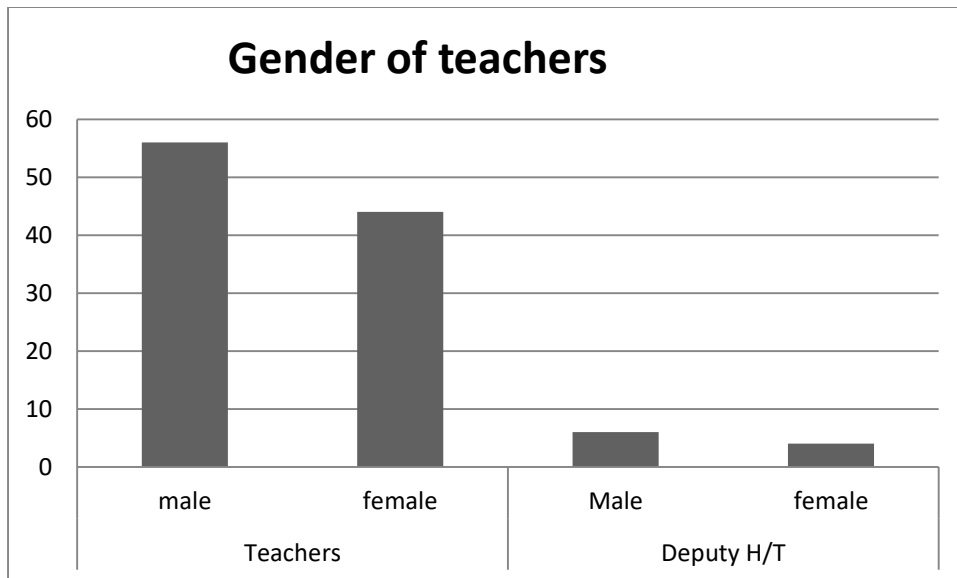


Figure 4.1: Gender Distribution of Sample Teachers

Source: Author 2019

According to the findings of this study in figure 4.1, it was observed that 56 of the sampled teachers were male while the remaining 44 were females. All the teachers' responses showed that most of the teachers were male.

Researcher also sought to know the teaching experience of the teachers. Teachers' information on teaching experience is presented in Table 4.2.

Table 4.2

Teaching Experience of Teachers

Teaching experience in years	Frequency	Percentage (%)
Below 5 years	20	20
5-10 years	36	36
Above 10 years	44	44
Total	100	100

According to table 4.2, majority of teachers (44%) had teaching experience of over 10 years, 36% of teachers had a teaching experience of between five (5) to ten(10) years while only 20% of teachers had teaching experience of less than five years (5). Therefore, data in Table 4.2 indicates that majority of teachers had a vast knowledge on students' discipline and the disciplinary measures used in curbing deviance behaviors among students in schools. Therefore the information provided was deemed valid and sufficient for the purpose of this study.

4.3.2 Gender of Sampled Students

Data concerning students' gender distribution in the sampled students was summarized as shown in figure 4.2 below.

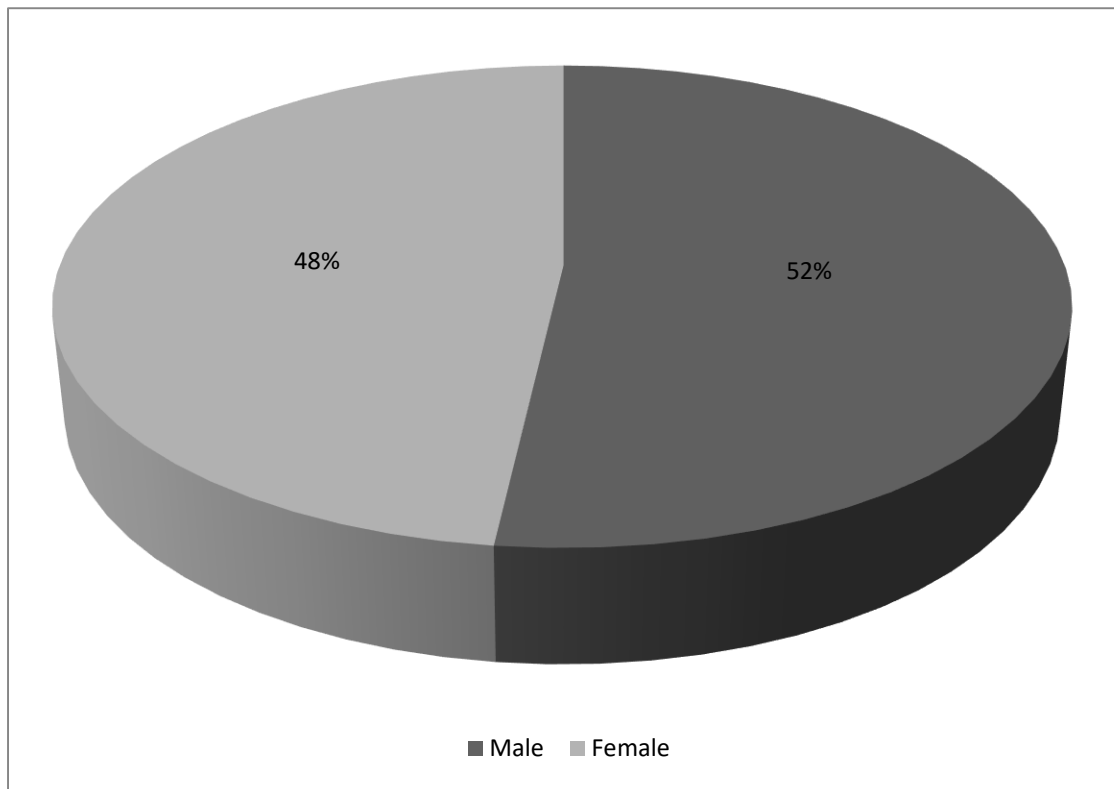


Figure 4.2: Gender Distribution of Sample Students

Source: Author 2019

According to the findings of this study, it was observed that 52% of the sampled students were males while 48% were females. This implies that still there exist gender parity in secondary school level although the gap is narrowing every time due to the awareness created by the government on the importance of educating a girl child.

An item in the questionnaire sought to establish the age of individual students. Data concerning students' age distribution in the sampled students was summarized as shown in Table 4.3 below.

Table 4.3

Age Distribution of Sample Students

Years	Frequency	Percent
Below 15 years	59	29.5
16-17 Years	115	57.5
Above 17 years	26	13.0
Total	200	100.0

Source: Author 2019

It is evident that most of the students who took part in this study are of age 16-17 years with 57.5% while only 13% (26) of the students are above 17 years. 29.5% (59) are below 15 years.

4.4 Disciplinary Measures used in Curbing Deviant Behaviors

In the first objective, the study sought to identify the disciplinary measures in place for curbing deviant behaviors among students in secondary schools in Murang'a County. To attain the aim of this objective, questionnaires were applicable here. The items in the questionnaire were designed to identify the disciplinary measures

in place for curbing deviant behaviors from students. The findings of this objective were summarized as shown in table 4.4 below.

Table 4.4

Disciplinary Measures Used in Curbing Deviant Behaviors

Disciplinary Measures	Frequency (f)	Percent (%)
Manual punishment	46	23.0
Caning	44	22.0
Guidance and Counselling	44	22.0
Parent Involvement	19	9.5
Suspension	21	10.5
Warning Letters	11	5.5
Expulsion	15	7.5
Total	200	100.0

Source: Author 2019

According to table 4.4, out of 200 students in the study, 23.0% identified manual punishment as the main form of disciplinary measure used in curbing deviant behavior in schools. Manual punishment ranges from clearing the bush or cutting the grass, digging flower beds, cleaning toilets, kneeling and picking litter by the students as a way of controlling their behavior. Manual punishment has been in use after caning was banned. This concurs with Moragwa (2012) that students should be punished immediately a mistake is done but they should be made to understand the reason why the punishment is given. The study established that some students reported being punished during class time and this leads to loss of study time, embarrassment and lowers students' self-esteem.

Caning was also identified by 22.0% of the students' population as one of the disciplinary measure used in curbing deviant behavior in their schools. Despite the ban of caning in schools by the Government, students admitted caning is being

used in their schools. Caning is associated with adverse physical and psychological consequences. The fact that caning is still used in schools may explain the reasons for increased aggression and increased disruptive behavior in the classroom, vandalism, increased drop-out rate among other indiscipline behaviors. Teachers reported to prefer caning because it is administered instantly and students fear it as it inflicts pain. This concurs with Mwandoto (2008) that parents still advocate for caning due to increased indiscipline in schools.

The results also revealed that guidance and counseling was preferred by 22.0% of the students. The students argued that guidance and counseling brings holistic development both academically, socially, emotionally and personally, thus helping them to know themselves better and find an effective solution to their daily problems. The report of the Task Force on students Discipline and Unrest (MOEST, 2001), recommended the strengthening of guidance and counseling division within the Ministry of Education to co-ordinate all the activities of guidance and counseling in the country, it also recognized the use of guidance and counseling in the management of students discipline in schools due to the proactive approach. The findings were consistent with the findings of Kiprop (2012) who said that teacher counselors indicated that guidance and counseling were commonly used in solving some of the discipline problems. The study established that students preferred guidance and counselling as a disciplinary measures and this calls for schools to strengthen guidance and counselling where they are nonfunctional.

A slightly lower percentage (10.5%) of students reported suspension as a measure of controlling discipline in their schools. This implied that teachers supported

suspension as a way of keeping deviant students away from the rest. On the same note, the findings show that school administrators are in favor of suspension to edge problematic students out of school. However, it is important to note that the measure may help to get rid of problematic students out of school but may also increase the risk of students dropping out of school.

Parental involvement was also identified disciplinary measures by 9.5% of the students. The findings showed that few students preferred their parents being involved in the management of their problem behavior in school. This can imply that students are not comfortable and also fear their parents may initiate strict measures in resolving their discipline problems. The findings also imply that parents are not adequately involved in resolving discipline problems among students. This is in consistent with Wanja (2014) who noted that despite the majority of the respondents supporting involvement of parents in resolving discipline problems; the parents were not adequately involved. Other identified disciplinary measures included the use of warning letters 5.5% and expulsion 7.5%.

The researcher also interviewed the deputy head teachers on the disciplinary measures used in curbing deviant behaviors in schools. The findings are as shown in figure 4.3.

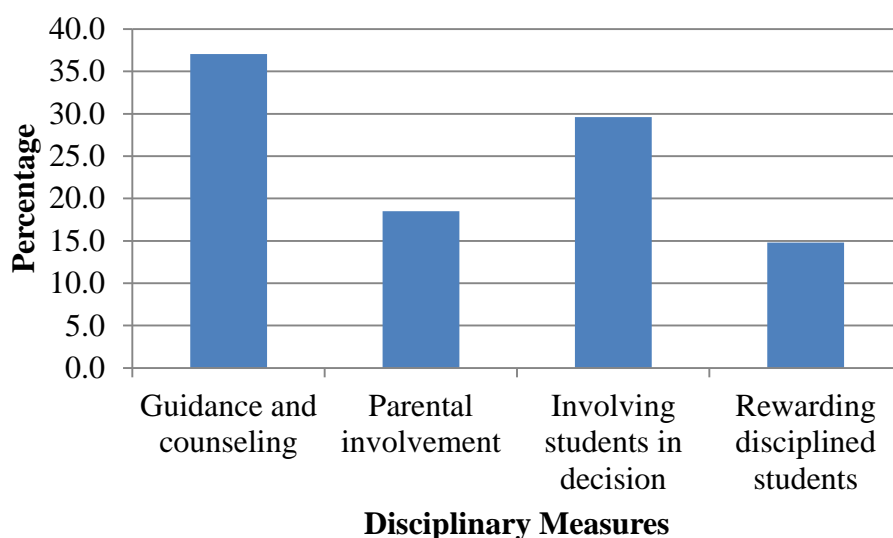


Figure 4.3: Identified Measures by the Deputy Head Teachers

Source, Author 2019

According to Figure 4.3, Deputy Head Teachers noted that the most commonly used disciplinary measures in curbing deviant behavior included; Guidance and Counseling, involving parents, rewarding disciplined students and involving students in decision making. Though, the measures presented by deputy heads are the most recommended it is clear from students report that some measures used in schools are negative and ineffective.

The researcher also sought to identify measures that students felt should be avoided in schools. Majority (33.3%) felt that caning should be avoided as it makes students rebellious, develop negative attitude towards school and teachers and finally run away from schools. Twenty eight percent (28%) felt that suspension should be avoided in schools as it leads to waste of study time. Twenty nine percent (29.1%) opposed manual work during class time as it also leads to waste of study time. A slightly lower percent (6.4%) of students were opposed to being paraded and summoned as this humiliates students and 3.2 % of students felt that

expulsion should not be an option to control students' behavior as it does not give a chance to change. The results are presented in Table 4.5.

Table 4.5

Most Discouraged Disciplinary Measures in Schools

Disciplinary Measures	Frequency	Percent
Caning	94	33.3
Expulsion	9	3.2
Suspension	79	28.0
Manual work	82	29.1
Paraded and summoned	18	6.4

The study results show that various disciplinary measures were used in schools in Kandara Sub County. These measures include caning, suspension, guidance and counseling, manual punishment, parental involvement and to some extent expulsion. A slightly higher number of students reported the use of caning in their school. This is in agreement with the study conducted by Kiprop which stated that many schools are still using corporal punishment (Kiprop 2012). Mwandoto (2008) stated that parents still advocate for caning due to increased indiscipline in schools. However, the results are not in congruence with the legal notice by the government of Kenya that banned corporal punishment in schools.

Meanwhile, guidance and counseling was reported to be in use in some schools while in others it was non-functional. Thus, the study agrees with Ndirangu (2000) study which advocated for the need to educate more counselors to handle students' indiscipline cases.

The study noted that there were other measures used in controlling students' behavior such as expulsion in case of extreme cases, manual work away from classes, and summoning of students during parade. The study findings revealed that most of the measures used were ineffective and had adverse effects on students such as wasting study time and psychological disturbances among others.

Only few effective measures were used such as guidance and counseling, parental involvement, involving students in decision making and use of rewards. This is in line with Kombo's (2005) study that advocates for a number of effective solutions to deviant behavior such as rewarding students, creating pleasurable school experiences, involvement of students in decision to minimize deviant behaviors.

4.5 Effectiveness of the disciplinary measures in curbing deviant behaviors

In the second objective, the study sought to assess the effectiveness of the disciplinary measures in curbing deviant behavior among students in Murang'a County. To attain the aim of this objective, questionnaires were applicable here. The items in the questionnaire were designed to assess the effectiveness of disciplinary measures in place for curbing deviant behavior in secondary schools in Murang'a County. The findings of this study were summarized as shown in table 4.6 below.

Table 4.6***Students Responses on Effectiveness of the Disciplinary Measures in Curbing Deviant Behaviors***

	Frequency (f)	Percent (%)
Manual punishment	25	12.5
Caning	18	9.0
Guidance and Counselling	65	32.5
Parent Involvement	41	20.5
Suspension	20	10.0
Warning Letters	18	9.0
Expulsion	13	6.5
Total	200	100.0

Source: Author 2019

According to table 4.6, the students consider Guidance and Counseling as the most effective with 32.5% (65) of them advocating for it. This percentage cited various reasons for preferring the measure that is; it does not instill fear, creates awareness of the wrongs and right, offers students a chance to change and encourage them to reform. Nearly 9.0% of the sample reported preferring caning citing that it acts as a constant reminder of the wrong, which deters one from repeating the mistake. Consequently, 4.6% of the sampled students preferred suspension. This is the best as it helped to keep the problematic students away from other students and give them time to reflect on their behavior and the associated consequences. Only 6.5% (13/200) of the students consider that expulsion as the most effective measure to curb indiscipline in schools.

Further teachers were surveyed on the effectiveness of each disciplinary measure in curbing students' deviant behaviors. This was rated as effective or not effective. The results are presented in Table 4.7.

Table 4.7

Teacher Responses on Effectiveness of the Disciplinary Measures in Curbing Deviant Behaviors

Disciplinary Measures	Effectiveness (Percentages)	
	Effective	Not effective
Caning	80	20
Suspension	16	84
Involving learners in decision making	60	40
Guidance and counseling	92	8
Manual punishment	48	52
Expulsion	64	36
Rewarding disciplined students	96	4
Involvement of parents	84	16

According to Table 4.7, a higher percentage (80%) of teachers favored caning to be effective in controlling students' behaviors and argued that it acts as constant reminder of the wrong which deters one from repeating the mistake. On the other hand small percentage (20%) of teachers felt it was not effective on the basis that the measure was banned by the government and that they may face dire disciplinary actions.

Suspension as a measure of disciplining students was also favored by quite lower percentage of teachers as reflected in 16% who said it was effective and 84% of the sample believed that suspension is not effective because not only the measure helps to get rid of problematic students out of school but can also lead to waste of study time, truancy and also increases the risk of student dropping out of school. Sixty percent (60%) of teachers felt that involving learners in decision making is effective in curbing deviant behaviors while 40% felt it is not effective.

Almost 92% of the teachers felt that guidance and counseling is effective and only a small percentage 8% of teachers claimed it is not effective. This percentage cited various reasons for preferring the measure such as; it does not instill fear, creates awareness of the wrongs and right, offers students a chance to change and encourages them to reform.

The information on the table 4.7 indicate that 52% of teachers felt that involving students in manual punishment like clearing bush or cutting grass is not effective in curbing deviant behaviors and 48% of teachers believed it is effective. Further, the study findings also revealed that for the extreme cases, expulsion from schools was the appropriate measure as reflected in 64% of teachers who said it was effective; however, 36% of teachers said it was not effective.

As shown in Table 4.7, majority of the teachers 96% of teachers said that rewarding disciplined students was effective and only marginal percentage (4%) argued it was not effective. The findings further showed that 84% of teachers said that involving parents to facilitate the process of curbing deviant behaviors was effective. Teachers argued that involving parents had ripple effects as it helped to restore parents confidence in their children behavior, lead to better social skills

among students and more importantly leads to improved prosocial behavior among students.

The researcher interviewed deputy head teachers on the same and one of them commented on the effectiveness of guidance and counseling and noted:

“In my own opinion guidance and counseling is effective because the students listen to you and can understand the mistake. Though, we do not have qualified guidance and counseling teachers”.

A similar comment was made by two female deputy head teachers on the effectiveness of other disciplinary measures. They noted:

“Involving learners in decision making is effective in my school because students feel they are part of the school activities. However, involving parents has proved to be ineffective as students waste a lot of time when they go home”.

Some other deputy head teachers however favored the strategy of rewarding students as one of the effective measures in curbing deviant behaviors. One of them commented:

“Rewarding disciplined students is very effective because students strive to do good in order to be rewarded”.

In addition, the researcher sought to know how often the identified the disciplinary measures were used in schools. The information is shown in Table 4.8 below.

Table 4. 8

Response on Frequent use of Disciplinary Measures

Disciplinary Measures	Percentage		
	Frequently	Rarely	Never
Caning	60	19	16
Suspension	84	8	8
Guidance and Counselling	80	0	20
Manual punishment	32	56	12
Expulsion	36	56	8
Involving learners in decision making	96	4	4
Rewarding disciplined students	80	8	12
Involving parents	30	70	0

According to Table 4.8, a higher percentage (60%) of teachers reported to use caning, 24% of teachers rarely and 16% of teachers reported to have never used caning as a way of curbing deviant behaviors. Regarding the use of suspension majority of the teachers (84%) reported to use suspension to curb deviant behaviors.

As shown in Table 4.8, the study also observed that 80% of teachers frequently used guidance and counseling and 20% reported to have rarely used the strategy.

Of the sample 32% of teachers advocated the use of manual punishment work like clearing bush that keeps students away from class while 56% of teachers admitted having used it frequently and 12% of teachers reported to have never used the strategy.

A higher percentage (92%) of teachers reported to have sometimes involved students in decision making frequently as a means of curbing deviant behaviors in schools. A slightly lower percentage (36%) of teachers use expulsion to curb deviant behaviors, 56% reported to use it rarely and 8% reported to have never used the strategy as indicated in the Table 4.8.

Of the sample 80% of teachers reported to have frequently used rewarding strategy, 8% rarely and 12% never used it. Concerning the involvement of parents to control students' behavior was accounted by only small percentage (30%) of teachers frequently used the strategy. Ninety six percent (70%) reported to rarely involve the parents.

Further, teachers were asked on the reaction displayed by the students towards various strategies employed to control their behaviors. Summary of the findings is tabulated on the table 4.9

Table 4.9***Students reaction towards Disciplinary Measures Used***

	Frequency	Percent
Takes it positively and changes	28	16.7
Develops withdrawal symptoms	4	2.4
Develops negative attitude	16	9.5
Becomes motivated towards the right behavior	4	2.4
Labels teachers	4	2.4
Non-receptive and more rebellious	9	5.4

Source: Author 2019

Table 4.9 shows that 16.7% of teachers reported that students react positively and change for the better. Development of withdrawal symptoms was mentioned by 2.4% while 9.5% teachers said that some students develop negative attitude towards the attitudinal objects. Still other students get motivated towards the right behaviors as indicated by 2.4 %. The same number of teachers reiterated that sometimes it results in labeling of teachers. Moreover, some students become non-receptive and more rebellious as reflected in 5.4% of teachers.

The study revealed that due to increased widespread indiscipline cases in schools, teachers employed different measures in a varied magnitude and intensity. According to this study the frequency and the severity of the measure depends on type of indiscipline cases. For instance, a slightly higher percentage favored expulsion on extreme cases such as burning of schools and a majority of the population favored suspension for minor cases. The continued use of caning (Kindiki, 2009) and other cruel measures such as manual work and suspension not

only waste students study time but also damage them psychologically and physically. This is not in harmony with the Kenya Constitution 2010 and the Basic Education Act, 2013 which states that children/pupils should not be subjected to torture, cruel, inhuman or degrading treatment or punishment in any manner, whether physical or psychological.

4.6 Challenges encountered in the process of curbing deviant behaviors

The third objective of this study sought to establish the challenges encountered by schools in the process of curbing deviant behaviors among secondary school students in Murang'a County. To attain the aim of this objective, questionnaires were applicable and the sampled teachers were asked to state the challenges they had encountered in the process of trying to curb deviant behaviors in schools in Murang'a County. The findings of this study were summarized as shown in table 4.10 below.

Table 4.10

Challenges Encountered by Teachers in Curbing Deviant Behaviors

	Frequency	Percent
Un-cooperative parents	18	20.0
Un-cooperative students	20	22.2
Unfavorable government policies	6	6.7
Lack of support from society and administration.	11	12.2
Lack of trained guidance and counseling personnel	35	38.9
Total	90	100.0

Source: Author 2019

The findings in table 4.10 shows that the main challenge encountered by teachers in curbing Deviant Behavior is lack of trained personnel in Guidance and Counselling (38.9%). Another challenge teachers faced is uncooperative parents (20.0%), where they urged that some parents even collude with their children to give wrong information to the school and this brings disunity among the teachers and the school and in this, the students take advantage of the situation to resist the punishment given. Uncooperative students (22.2%) were also cited as another challenge encountered by teachers when curbing deviance. The teachers explained that the some students tend to feel that some teachers are unfair and biased, as some teachers are strict while others are quite lenient. Lack of support from the society and administration (12.2%) was another challenge as some parents find it very difficult to agree with the administration on the type of punishment to be administered. Few teachers 6.7% also mentioned unfavorable Government Policies as a challenge they face in the process of curbing deviant behaviors in schools mainly because of the ministry's ban of corporal punishment which makes it difficult to punish serious offences in school.

In addition to that, the deputy head teachers were interviewed to gather more information on the challenges encountered when trying to control students who deviate from the norm. One experienced deputy head teacher from a day school noted:

“When you involve parents with dealing with indiscipline, some tend to be uncooperative and defend their children despite them being on the wrong”

Another major challenge noted was lack of unqualified guidance and counseling teachers in schools. A male deputy head teacher commented:

“We don’t have qualified guidance and counseling teachers in schools”

The study findings indicate that the main challenge in curbing deviant behavior is lack of trained personnel in guidance and counselling. Nganda, (2002) points out that the guidance and counseling program is hampered by a myriad of drawbacks ranging from lack of trained personnel to inability to meet the financial obligation implied thereof. He further observes other barriers that hamper effective counseling in Kenyan schools includes attitude and stigma problems. For instance, since guidance and counseling generally seem to be associated with social misfits and trouble makers, many students will fear to seek assistance for fear of being laughed or being seen as emotionally or psychologically sick by their peers. Many students become uncooperative during a counseling session in fear of being victimized if they reveal too much about themselves with others being simply ignorant of the outcome of counseling. This ignorance also covers lack of clarity of the boundaries such as the limits of confidentiality.

The study revealed that controlling students’ behaviors comes with a lot of resistance from parents, students, school administration and the society in general. This agrees with Kamandi (2010) in his study research on management of students discipline problems in Yatta District. Gachathi report of 1976 reveals that some influential parents have eroded the power of Head teachers and teachers over the pupils. The report also indicates that pupils found it hard to accept a teacher’s advice against drug abuse, alcohol, or promiscuity because they are common practice in their environment.

4.7 Suggested strategies for curbing deviant behaviors

The fourth and last objective of this study was to suggest possible and effective

strategies for curbing deviant behavior among secondary schools in Murang’a County. The sampled teachers were asked to list possible and effective strategies for curbing deviant behaviors in their schools in Murang’a County. The findings of this study were summarized as shown in table 4.11 below.

Table 4.11

Suggested strategies to curb deviant behaviors

	Frequency	Percent
Guidance and counseling	36	21.4
Parental involvement	32	19.0
Involving students in decision making	16	9.5
Rewarding disciplined students	16	9.5

The findings in table 4.11 revealed that (21.4%) of teachers said that Guidance and Counseling to be strengthened. In addition, 19% of teachers said that the parents should be sensitized on the importance of discipline to the education of their children. Involving students in decision making to facilitate the development of their discipline in schools was mentioned by 9.5% of teachers. The same number of teachers felt the same on rewarding the disciplined students to help control their behaviors.

The study noted the need to reinstate and strengthen guidance and counseling programs in schools. This agrees with Ndirangu (2000)’s study that stated that counseling is one of the possible solutions to deviant behavior. He argued that the work of the teacher counselor in the present education system needs to be enhanced. He also stressed that counseling is an urgently needed service in the

existing monumental ocean of problems and therefore a teacher counselor should be well educated to handle the challenges he finds in his work adequately and that more resources should be spent on guidance and counseling manuals, which suit Kenyan conditions. Wachira (2001) also supports the need to have school counselors, deliberate on issues relevant to school as a useful way of containing deviant behavior.

The study also revealed that rewarding the disciplined has helped to deter the problem students from indiscipline cases. This is echoed in Kombo's (2005) study, creating pleasurable school experiences and rewarding students can control deviant behaviors among students.

The study also revealed that other alternative measures used included parental involvement and student's involvement in decision making. This is in accordance with Kindiki (2009) who reiterated that alternative measures should be sought to replace caning in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the Findings

The purpose of the study was to investigate the effectiveness of disciplinary measures in curbing deviant behaviors among secondary school students in Kandara sub-county, Muranga County. The study objectives particularly were to identify the disciplinary measures, establish the effectiveness of these disciplinary measures and challenges faced in the process of employing them in curbing deviant behaviors. Consequently the teachers were asked to suggest the possible and effective strategies for curbing deviant behaviors among secondary school students.

The study summary is presented in relation to these study objectives. According to the first objective students identified various disciplinary measures used to curb deviant behaviors in their schools such as caning, suspension, guidance and counseling, warning letters, parental involvement and expulsion. In addition to those measures, other measures identified by deputy head teachers were; involving students in decision making and rewarding disciplined students. Findings reveal that caning (22.2%), guidance and counseling (22.0%), suspension (10.5%) and manual punishment (23.0%) were the commonly used measures in various schools to curb deviant behaviors. From the findings, it is clear that students preferred

different measures to the other on different basis. For instance, those who preferred caning said that it acts as constant reminder of the wrong and also brings guilty which deters one from repeating the mistake. Guidance and counseling was preferred as it does not instill fear, creates awareness of the wrongs and right, offers students a chance to change and encourages one to reform. Suspension was preferred by students who argued it gave them time to reflect on the wrong and change.

Students also felt that some measures should be avoided in schools. Majority (33.3%) felt that caning should be avoided as it makes students rebellious, develop negative attitude towards schools and teachers and moreover sneak from schools. 28% of students felt suspension should be avoided in schools as it leads to waste of study time. On the other hand, 29% of students opposed manual punishment especially during class time as it also leads to waste of study time, 3.2 % of students felt that expulsion should not be an option to control students behavior as it does not give a chance to change, 6.4% of students opposed being paraded and summoned as this amount to humiliation of the students.

On the second objective of the study, the teachers were asked to indicate the effectiveness of the various measures used in schools to curb deviant behaviors among students. Teachers favored suspension to be effective which is reflected in 44% of teachers who affirmed it to be satisfactory and 40% who said it is effective. 16% of the sample believed that suspension is not effective.

Warning letters as a measure of curbing deviant behaviors was disfavored by majority of teachers which is accounted by 72% of the sample. Only small percentage (24% and 4%) believed the strategy was effective.

Majority of teachers favored caning as being effective in controlling students' behaviors. 60% of them felt that involving learners in decision making is effective in curbing deviant behaviors and 40% of teachers felt it is not effective. 92% of the teachers felt that guidance and counseling is effective and only a small percentage 8% claimed it is not effective. Involving students in manual work like clearing bush or cutting grass was rated not effective by 52% of teachers. Only 8% believed it is effective and 40% reported that it is satisfactory.

Study findings also revealed that for the extreme cases, expulsion from schools was the appropriate measure. 28% of teachers said it was effective while 36% of them reported it was satisfactory. However 36% of teachers said it was not effective. Rewarding disciplined students was rated effective by 64% of teachers, while 32% of them felt that it was satisfactory and only marginal percentage (4%) of them urged it was not effective. Nearly 100% of teachers said that involving parents to facilitate the process of curbing deviant behaviors was effective as reflected in 84% and 16% satisfactory.

The third objective was designed to investigate on the challenges faced by teachers in the process of curbing deviant behaviors. The results of the analysis revealed that among the challenges faced by teachers were that of uncooperative parents and uncooperative students. 4.8% of teachers said that some form of punishment like caning made students develop negative perception towards teachers, subjects and learning in general, development of avoidance behaviors and difficulty in identifying problem behaviors was mentioned by (14.4%) and (9.5%) Of teachers respectively. (2.4%) of teachers said they lacked support from the society and (14.3%) said they lacked support from the administration. Few teachers 4.8% also

mentioned unfavorable government policies to be a challenge faced in the process of curbing deviant behaviors in schools.

The fourth objective investigated on the possible and effective strategies that can be put in place to curb deviant behaviors. The findings of this objective revealed various concerns, among them the need to strengthen guidance and counseling and sensitizing parents on the importance of discipline to the education of their children. In addition involving students in decision making together with rewarding the disciplined students to facilitate development of their discipline in schools was emphasized.

5.3 Conclusions of the Study

This study aimed to investigate the effectiveness of the disciplinary measures used to curb deviant behaviors among students in secondary schools. According to this study, ways of handling deviant behavior varies from school to school. Study findings revealed that among the common disciplinary measures used impinge into the rights of students. For instance caning was reported by higher percentage to be in use in their schools.

The study also showed that, other commonly used disciplinary measures were suspension, engagement of students in manual work and finally guidance and counseling. However some schools reported to have weak guidance and counseling which needs to be strengthened. In addition to that, some teachers reported the use of expulsion in extreme cases among students. The study findings reveal the fact that harsh and punitive measures with some being outlawed in the country's constitution are being used to handle students' indiscipline. This calls for the ministry of education to come up with a well-defined behavior policy to control

students' behaviors. The study also sought to rate the effectiveness of each measure used in curbing indiscipline cases in schools. Majority of teachers favored guidance and counseling to be effective followed by caning, suspension and manual work. Some of these measures were reported to be harmful to students in the sense that they lead to academically underachievement, risk of disengagement from schools, loss of study time, humiliation of students, injuring students physically among others. This is in agreement with the assertive theory, which the study was based on as the theory stated that the manner in which teachers respond to deviant behavior affects the students' success in school and their self-esteem.

Moreover, study revealed some challenges faced by teachers in the attempt to control students' behavior as lack of cooperation from parents and students, lack of support from the society and school administration and ineffective and non-functional guidance and counseling in some schools.

5.4 Recommendations of the Study

The following recommendations were made in relation to the study findings:

- i. The findings of this study revealed presence of ineffective and non-functional Guidance and Counseling. School administration should initiate and strengthen Guidance and Counseling department together with the peer counseling to schools where there is none.
- ii. The study recommends that school administration should initiate conflict management skills by creating amicable environment between teachers and parents and students and teachers to be able to curb indiscipline behaviors in schools.

- iii. The study also recommends the school administration to offer support to the teachers to strengthen to manage students' behaviors effectively.
- iv. Schools should also involve parents fully in the management of students discipline since they are the first agents of socialization. Parents can offer more guidance to their children thus making it easy for school administrators.
- v. The policy makers in ministry of education should come up with a good defined behavior policy and discuss it with the teachers, parents and students to effectively manage students' behavior.
- vi. The ministry of education is recommended to initiate in-services training geared only to equip teachers with the necessary methods to handle students discipline issues effectively and to enable them abandon the harmful ones like caning, suspension and engaging students in manual work during class times.

5.5 Recommendations for Further Research

Based on the study findings the following recommendations were made:

- i. The study only investigated into the effectiveness of the disciplinary measures used in curbing deviant behaviors in Kandara Sub county. Researchers can as well focus on the same at the county level for wider area coverage.
- ii. The sample size comprised only form three students. Future studies should consider sample comprising form one to four for conclusive results.

- iii. Since the study investigated disciplinary measures used to curb deviant behavior in general, future research should consider investigating each disciplinary measure entirely to clearly reveal their effects and contribution in curbing indiscipline issues in schools.
- iv. Since the study used descriptive research survey design to investigate the effectiveness of the disciplinary measures used to curb deviant behaviors, future research with a control group to provide clear understanding between the variables should be considered.
- v. The study comprised of only of a small sample that is 100 teachers and 200 students. This was a limited number to investigate on effectiveness of disciplinary measures; an important aspect for success in education of school children. Future studies should more number of participants for credibility of the results.
- vi. Self-report questionnaires were utilized as a major tool of data collection in this study. Future research should consider utilizing other methods of data collection such interviews and experiment for a more conclusive results.

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APPENDICES

Appendix I: Students Questionnaire

Please answer the following questions diligently following the instructions given. Do not write your name on the questionnaire. Please respond to all questions.

Section one. Personal information

School -----

Age (12-14), 15-17)

Gender (male or female).

Section Two

Remedial measures for curbing student indiscipline in your school.

1. Below is a list of remedial measures used in dealing with students indiscipline, tick () against the ones used in your school and put a cross () against the ones which are not used in your school.

1.

- i. Manual punishment
- ii. Caning
- iii. Guidance and Counselling
- iv. Parent Involvement
- v. Suspension
- vi. Warning Letters
- vii. Expulsion.

2. Which measure or measures do you prefer when you on the wrong?

3. Why do you prefer the above stated measure or measures?

5. Which measures do you think should not be used in schools by the teachers?

6. Suggest other ways which can be employed by the teachers to curb deviance in your school.

Thank you very much for your cooperation

Appendix II: School Discipline Questionnaire for the Teachers

This questionnaire is designed to gather information on the measures used for curbing deviant behaviors in schools as part of the requirements for the completion of a master's degree. It is hoped that the findings will help improve students discipline in schools.

Please respond to all the questions by ticking () in brackets where necessary and briefly writing in the spaces provided appropriately.

Section one. Background information

- i. Gender: Male () Female ()
- ii. Teaching experience Years
- iii. Name of the school

Section two.

Below is a list of remedial measures used in curbing deviant behaviors in secondary schools. Put a tick () to show how often is the strategy used in your school.

- i. Suspension from school
Frequently () Sometimes () Rarely () Never ()

- ii. Chasing students out of class.
Frequently () Sometimes () Rarely () Never ()

- iii) Caning
Frequently () Sometimes () Rarely () Never ()

- iii. Involving learners in decision making
Frequently () Sometimes () Rarely () Never ()

- v) Guidance and counseling
Frequently () Sometimes () Rarely () Never ()

- vi) Manual punishment
Frequently () Sometimes () Rarely () Never ()

vii) Expulsion from school

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

viii) Rewarding disciplined students

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

ix) Involvement of parents

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

2. Indicate your opinion on the effectiveness of the following remedial measure by ticking appropriately.

i. Suspension from school

Effective () Satisfactory () Not effective ()

ii) Chasing students out of class.

Effective () Satisfactory () Not effective ()

ii. Involving learners in decision making

Effective () Satisfactory () Not effective ()

iii. Canning

Effective () Satisfactory () Not effective ()

v) Guidance and Counseling

Effective () Satisfactory () Not effective ()

v) Manual punishment

Effective () Satisfactory () Not effective ()

Vi Expulsion from school

Effective () Satisfactory () Not effective ()

vii) Rewarding disciplined students

Effective () Satisfactory () Not effective ()

viii) Involvement of parents

Effective ()

Satisfactory ()

Not effective ()

3. In your own opinion, which are the most effective measure(s) of curbing deviance among students in your school?

4. What are the responses of the students when you attempt to control their behavior?

5. In your own opinion, list some possible problems you encounter in dealing with deviant behavior in your school.

Thank you for your cooperation.

Appendix III: Focus Discussion for Students

The purpose of this FGD is to gain insight on disciplinary measures used to curb deviant behaviors among students. Information gathered through this FGD will be made available to legitimate and interested stakeholders in order to establish partners for the development of problem solving strategies in relation to deviant behaviors. Please note that this is not a test but just information collecting exercise. In order to help address the SIndiscipline problem in schools, your contribution in this research is important. Therefore, you are kindly requested to provide the researcher with accurate information. Remember there is no right or wrong answers. Your responses will be treated as confidential. Provide the following information

Are these disciplinary measures used in your schools to deal with indiscipline cases?

You can tick more than one.

- i. Caning (1)
- ii. Suspension (2)
- iii. Guidance and counseling (3)
- iv. Clearing bush or cutting grass (4)
- v. Warning letters (5)
- vi. Being paraded at the assembly ground (6)
- vii. Being chased away from attending classes (7)

Others:

specify.....

...

If yes, who administers them? *You can tick more than one.*

- i. Head teacher (1)
- ii. Deputy head teacher (2)
- iii. Class teacher (3)
- iv. School counselor (4)
- v. Friends (5)

Others:

specify.....

...

If you have been punished through any?, have you ever tried to stop the indiscipline habit?

- Yes (1)
- No (2)

Do you think action taken against indiscipline students is adequate?

- Yes (1)
- No (2)

If NO, which other measure do you prefer when on the wrong?

Appendix V: Calendar of Activities

Activity	June 2015	July 2015	Aug 2015	Sep 2015	Oct 2015	Nov 2015	Dec 2015
1.Proposal writing							
2.Proposal Submission of Approval							
3.Development of Research tools							
4.Piloting							
5.Literature Review							
6.Data Analysis							
7.Report writing and submission							

Appendix VI: Approximate Budget

Item	COST (Kshs)
Travel	10,000
Accommodation	6,000
On phone	3,000
Incentives and Refreshments	5,000
Stationery, Printing and Photocopy	6,000
Meals	3,000
Assistants	3,000
Totals	36,000

Appendix VII: Approval of Research Proposal



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 17th April, 2024

TO: Kithinji Carolyn Miriko
C/o Educational Foundations Dept.

REF: E55/CE/13947/2009

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 28th August, 2015 entitled "Efficacy of Disciplinary Measures Used in Curbing Deviant Behavior among Students in Secondary Schools in Murang'a County, Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Educational Foundations

Supervisors:

1. Dr. Nyambura Salome
C/o Department of Educational Foundations
Kenyatta University
2. Dr. Batso Nyanje
C/o Department of Educational Foundations
Kenyatta University

EM/mo

Appendix VIII: Research Authorization Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/13947/2009

DATE: 17th April, 2024

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR KITHINJI CAROLYNE MIRIKO – REG. NO.
E55/CE/13947/2009

I write to introduce Kithinji Carlyne Miriko who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Educational Foundations.

Kithinji intends to conduct research for a M.Ed Project Proposal entitled, "Efficacy of Disciplinary Measures Used in Curbing Deviant Behavior among Students in Secondary Schools in Murang'a County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL

EM/mo

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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