

**CORRELATES OF STUDENTS' DEVIANT BEHAVIOUR
IN
SELECTED SECONDARY SCHOOLS
IN
NAIROBI**

**BY
DONALD KISILU KOMBO**

**A THESIS SUBMITTED IN FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

**FACULTY OF EDUCATION
KENYATTA UNIVERSITY**

Kombo, Donald Kisilu
*Correlates of
students' deviant*

1998

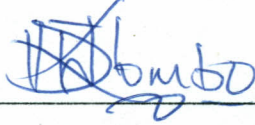


98/235393

KENYATTA UNIVERSITY LIBRARY

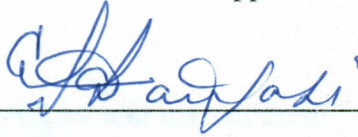
DECLARATION

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



DONALD KISILU KOMBO

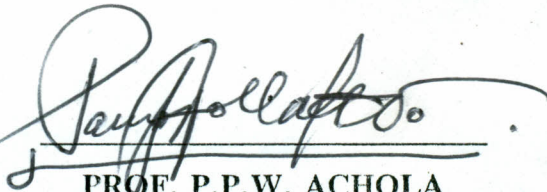
This thesis has been submitted with our approval as University supervisors.



DR. MUNYUA WAIYAKI

Senior Lecturer,

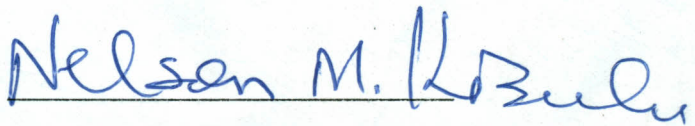
Department of Educational Foundations,
Kenya University.



PROF. P.P.W. ACHOLA

Director,

Bureau of Educational Research,
Kenya University.



DR. NELSON MUEMA KISULU

Senior Lecturer,

Department of Educational Foundations,
Kenya University.

DEDICATION

To my wife Josephine Nduku and my children:

Corazon Mwende, Dysmus Kombo, Linda Mutheu, Grace Ndunge and
Gloria Mbatha.

ACKNOWLEDGEMENT

Every study requires the help of many people; in case of this one, most of those people are scattered in Kenya where I cannot now thank them personally. Especially in their case, these acknowledgments must serve to convey my appreciation.

First and foremost, I am especially indebted to Dr. Munyua Waiyaki who as the main supervisor, gave generously his time to numerous discussion of the ideas in this study. He influenced the writing of this thesis so that whatever defects may remain, the end product would have been inferior without his guidance.

I am equally indebted to my second supervisor, Prof. P.P.W Achola, for his unfailing advice and especially his style of supervision. This attribute is worth emulating.

I am also grateful to my ^{who?} third supervisor who tirelessly encouraged me to finish my work. His patience and fatherly advice were my major drives throughout the study.

I would also like to register my appreciation to the secondary school students and parents for participating in this study. They were unfailingly cordial, hospitable, and willing to help, and interviewing them made my study

fascinating, valuable, and full of pleasure. In addition, I am most grateful to the headteachers and guidance and counselling teachers at the secondary schools which I visited for making it possible for me to interview so many of their students. I hope that all of these people find this study plausible and informative, and in agreement with some of their own institutions about how experiences direct the moral development of young people in Kenya.

I also wish to express my thanks to Dr. Henry Embeywa, Dr. Michael Katola, Mrs. Elishiba Kimani, Dr. Mary Getui, Mr. George Njoroge, Mr. James Wambua, Mr. Masime, Mr. John Kithete and Mr. Sammy Ruto for their steadfast loyalty, good humor and work beyond the call of duty. To Prof. Daniel Sifuna, Prof. Mambo Karugu, Dr. Jackton Ogeno and other members of staff at Educational Foundations Department for the many great and small ways in which they furthered my study.

My appreciation goes to Mr. Doki Ogao, Mr. Michael Musyoki and Winifred Achieng'i (Gaotext Computer Services) for typesetting and typing this thesis with exceptional competence. Also to Mr. Bojana for proof-reading the work.

Last but not in any way the least, my heart felt gratitude goes to my wife and children who did not have time to sleep throughout the trying periods of

doing research. I am also thankful to my parents, brothers and sisters for their encouragement, love and prayers.

To them all, I say, Thank you.

TABLE OF CONTENTS

Title Page	ii
Declaration.....	iii
Dedication.....	iv
Acknowledgement.....	vii
Table of contents	xiii
Abstract	
CHAPTER ONE	1
Introduction	1
Background to the Problem	2
Statement of the Problem	7
Research Questions	10
Assumptions of the Study	10
Rationale of the Study	11
Significance of the Study	13
Limitations of the Study	14

CHAPTER TWO

Introduction	19
Tenets of Social Control	21
LITERATURE REVIEW	26
Some factors that could influence students' behaviour	28
School Administration	29
Teachers' Characteristics	36
Guidance and Counselling Services	40
Summary of Chapter Two	47

CHAPTER THREE 48

Introduction	48
Research Design	48
Target Population	50
Form IV Students	55
Parents	55
Guidance and Counselling Teachers	56
School Administrators	56
Data collection instruments and their administration	56
The Questionnaire	57
Administration of the Questionnaire	59
A The Student Questionnaire	59
B The Parent Questionnaire	60

C	The Headteacher Questionnaire	61
D	The Questionnaire for guidance and counselling teachers	61
	Interview Schedule	62
	Observation Schedules	63
(a)	Classroom Observation	63
(b)	Outside Classroom Observation	64
	Collection of data from the official records	64
	Ministry of Education	65
	School Records	65
	The Variables for the Study	66
	Independent Variables	66
	Dependent Variables	66
	Statistical methods used in data analysis	67
	Chi-square	67
	Gamma	67

CHAPTER 4

	RESEARCH FINDINGS	67 79
	Introduction	79
	Guidance and Counselling Services	75
	Truancy	79

Students' lack of Attention to Teachers 83

Students' Punctuality In Attending Classes 88

Headteachers' style of leadership and incidents of disobedience to school authority. 94

Headteachers' reactions towards disobedient students 94

Relationship Between the Parents Frequency of Offering Guidance and Counselling Services to their Children and Incidents of Students' Disobedience to School Authority. 103

Frequency of guidance and Counselling Services 106

Frequency of Inattentiveness to Teachers 108

Frequency of Being Late for Class 110

SECTION B 112

Damage to School Property by Students 112

Headteachers style of handling disobedient students 117

Frequency of Damage to School Property 122

Summary of Chapter Four 124

CHAPTER FIVE ~~123~~
125

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction 125

....Conclusion.....127

Observation Chek List 160

APPENDIX VI

Interview for Parents 162

APPENDIX VII

Interview for Guidance and Counselling Teachers 163

APPENDIX VIII

Interview for Headteachers 164

ABSTRACT

This study investigated the correlates of students' deviant behaviour in selected secondary schools in Nairobi province. The study used a survey method with an application of *ex post facto* research design on eight sampled secondary schools. From the schools, 310 form iv students, 73 parents, 8 headteachers and 8 guidance and counselling teachers, who were randomly selected participated in the study.

Three types of research instruments were used to elicit data. These were: Questionnaire, interview and observation schedules. The obtained data were subjected to statistical analysis. The results were then used to determine the existence of relationships between independent and dependent variables. To facilitate data analysis, Chi-square and Gamma statistics were employed. The statistics were computed using SPSS programme. Each computed chi-square statistical value was compared with the appropriate table (critical χ^2) value to establish its significance. In each case, the significance of a particular relationship was determined at 0.05 level of significance.

A major justification for the study is that to date the problem of deviance rates has been largely concentrated more among the secondary school. Hence there is need to ascertain the correlates of deviance in our secondary school institutions and suggest possible solutions.

The study is organised into five chapters. Chapter one starts with introduction, background to the problem, statement of the problem research questions, assumptions of the study, significance of the study, limitations of the study, definition of terms and organization of the study.

In chapter two, detailed and diverse literature on deviant behaviour has been examined to give the reader the actual picture of deviance in Kenyan schools. It is also in this chapter where conceptual framework was given.

Chapter three, discusses research methodology while chapter four presents data analysis and discussion of the findings. Chapter five concludes and summarises the entire study. Here, policy recommendations are proposed and suggestions for further research are also made.

The statistical analyses and interpretations of the findings suggested that a good, ideal and conducive atmosphere be created both at home and in schools to help the students to pursue their studies smoothly without damage to school property. The parents, headteachers, guidance and counselling teachers should work in collaboration to strive to inculcate moral education in the students. Second, they should provide and make maximum use of the school to enforce discipline and lastly to provide guidance and counselling in curriculum development and instil motivation

rather than demotivation which may lead to damage and wastage of school property.

Based on the empirical analyses, the following variables correlated significantly:

- . Relationships between the teachers' frequency of offering guidance and counselling services to students by their (students') frequency of being inattentive to teachers inclass.
- . Relationship between the headteachers style of handling disobedient students and their (students') frequency of being disobedient to school authority.
- . Relationship between students' involvement by headteacherrs in matters of school discipline and their (students') frequency of damaging school property.
- . Relationship between parents' frequency of offering guidance in counselling services to their secondary school children and frequency of their (students') damage to school property.

These significant relationships mean that the listed variables have important impacts on students' deviant behaviour. Consequently, the implication suggested by the finding of this study are that unless the recommended policies are implemented, students will continue to deviate in schools. The result of such behaviour would be a possible wastage of manpower.

CHAPTER ONE

Introduction

Every human society makes a distinction between behaviour that conforms to the prevailing conventions of social life and behaviour that deviates in one way or another from those conventions (Wheeler, 1973 : 647). Smelser defines deviance as : “conduct that the people of a society generally regard as aberrant, disturbing, improper or immoral, and for which specific social control efforts are likely to be found (1975 : 650).

In relation to the above excerpts, this study focused on the correlates of students' deviant behaviour among sampled students selected from secondary schools in Nairobi. The main aim was to identify the factors relevant to the solution of secondary school deviance. The motivating factor was the observed increase in the frequency of deviant behaviour in the Kenyan secondary schools. The assumption here is that deviance is a symptom of the inability of the school to cultivate relevant moral values among the youth. This situation could greatly threaten the social economic development of the nation if left unchecked and could lead to the following:

- (I) Loss of school property
- (ii) Loss of lives among students
- (iii) Loss of school time due to frequent closures
- (iv) Wastage of potential manpower due to expulsion

- (v) Loss of confidence in the future decision-makers by the society.

This study was undertaken to find out possible solutions to the above cited problems by examining the efforts schools are making towards the moral development of the youth. The study also sought to establish the correlates of deviant behaviours among our secondary school children and to characterize the underlying causal factors as a framework for intervention.

Background to the Problem

According to Odetola and Ademola (1985:196-199) and Awuondo (1993:33), deviance could fall under two main categories: First, the category that is considered not to be a serious threat to group life and is therefore tolerated. Examples of these include prostitution, disobedience to authority, alcoholism, drug addiction, etc. Second, the category that involves behaviours that are perceived to seriously threaten group life and need to be corrected. Such behaviours are contravention of the penal code of the state and are called crimes and offenses against life and property.

In Kenya, a day hardly passes without the media reporting cases of deviant behavior such as robberies, murder, arson, theft, assault, rape, corruption, embezzlement of public funds and cheating. We hasten to

point out that the media only manages to report a fraction of all the deviant occurrences in the country. This indicates that the social fabric of the society is under threat.

In Kenyan schools, strikes and riots are some of the common features of deviant behaviour. The consequences of such behaviour include incidents of rape, violence, disobedience to school authority, drug addiction and damage to school property (Kinyanjui, 1976; Getui, 1994). An example of deviant behaviour is the St. Kizito tragedy in Meru District in 1991. This was an incident in which boys of St. Kizito invaded their female colleagues and raped them, leading to the death of nineteen female students (*The Weekly Review*, 19th July 1991). This was also accompanied by excessive property destruction. There are also other tragedies that occurred after the one of St. Kizito. For instance there was the killing of a headmaster of Kebi Secondary School by six of his students (*The Daily Nation*, 2nd November 1991). This grim picture painted by the students contradicts the spirit of the report of the Presidential Working Party on Education and Manpower Training (The Kamunge Report, 1988) which stresses that students should be trained to be responsible members of society.

In view of the above evidence, deviance is seen to have permeated the societal web of Kenyan society. In order to minimise deviance, concerted efforts should be made in our institutions to inculcate moral values in

secondary school students. Religious organizations, legal institutions and non-governmental organizations should also play a vital role in social control.

Social control efforts are normally intended to help reduce the gap between individual interest and collective group interest for the purpose of harmonious living (Peil, 1988). However, the criteria for enforcing social control efforts will differ from one ethnic group to another depending on cultural belief systems (Bray *et al.*, 1986; Nyanje, 1990). In which case elders are expected to offer relevant guidance (Katola, 1988). Those who deviate from what elders regard as the behavioural guideline are condemned and punished (Odetola & Ademola, 1985; Nyanje, 1990).

In the context of authority, children are obliged to abide by the parents' authority. Thus, it is the responsibility of the parents to bring up children who conform to their expectations. This stand is particularly useful for mothers and fathers because the quality of their children's behaviour and attitude is their central concern. The more obedient the children, the greater joy of the parents (Ezewu, 1983; Datta, 1984). Generally, children are modelled after their parents' expectations and the kind of profession they turn out to occupy will either hurt or boost the parents' egos (Nyaga, 1988). It is assumed in this study that children with good behaviour and positive attitudes are in a better position to perform well in school and be more productive at work.

Laws of the land and the views of the elders can be seen in this light; as a criteria for acceptable behaviour, and hence set the context for identification and control of deviance (Odetola, 1985). For the child, the peer groups have a role in determining the behaviour of their members (Ezewu, 1983; Datta 1984). They can either enhance respect or encourage disrespect for authority. Therefore, children use peer groups as sources of information and checks for behaviour.

The culture of a community is important in determining the behaviour of its members (Ottaway, 1962; Cooksey, *et al.*, 1981). Although culture dictates the expectations of the members of a given community, it (culture) varies from one community to another. Despite this relativity, there is a general feeling that the members have to conform to what is laid down for each individual community. Those who deviate from the cultural expectations are taken as rebels and a lot of effort is made to ensure minimization of such occurrences. This may, however, demand varying strategies to correspond to the different needs.

It is further observed that people are expected by their religions to conform to some set of standards (Ezewu, 1983). The fear of being ex-communicated makes the faithful not to deviate at will. When they do, the mode of correction is spiritual in context.

In the same vein, education can be seen as a means of social control. When children are in school, they follow the laid down rules and regulations and therefore grow up respecting authority. It is the contention of this study that what constitutes school rules and regulations is a reflection of a combination of the laws of the land, views of the elders and the church. Peer pressure is seen as a competing factor for the role of school authority in enforcing obedience to such rules and regulations.

Quite often, the students who deviate become a nuisance to the rest of the school community which responds by using punitive measures. This strategy is considered inappropriate by this study because those who use the strategy do not often find out why students become deviants.

Statement of the Problem

The Youth constitute the highest number of Kenya's population (51%) according to the National Census of Kenya, 1984. Due to their enormous number, the society expects them to play a vital role in its future development. However, this expectation may not be tenable due to their deviant behaviour. Over the years, their behaviour has been deteriorating (Muga, 1975; Okubasu, 1989; Prinja, 1989; Mwikamba, 1992, Getui, 1994; Katola, 1995). This situation has produced an over-flow effect of negative behaviour at primary and secondary schools as well as in institutions of higher

learning in Kenya (Kinyanjui, 1976; Edwards *et al.*, 1993; Getui, 1994). Consequently, students have disregarded teachers as a symbol of authority in schools (Akinseloyin, 1981; Ndolo, 1987; Katola, 1995). Therefore, there is an increasing concern that the ideal of molding the character of students to be responsible members of the society through the school system is being weakened.

This situation according to Muya (*Daily Nation*, 18th July 1987); Aringo (*The Standard*, 16th November, 1988); KNUT (*Kenya Times*, 30th October 1988) and Kavuludi (*The Standard*, 2nd April 1990) has been manifested mainly in the form of disobedience to authority and damage to school property. The main reason for concern has been the realization that the deterioration in students' behaviour has far reaching educational, political, economical and social implications.

First, the frequent closures and associated student expulsions/suspensions disrupt the effectiveness with which programmes in the curriculum could be implemented. Syllabi are not completed effectively thus leading to mass failures in the national examinations.

Second, the teachers may feel insecure because of the destructive and emotionally rowdy dispositions that are displayed by students. In

consequence, the teachers' morale may decrease considerably with a far reaching impact on the quality of teaching.

Third, the aggressive destruction of school property may retard the development of schools as it may take many years to rebuild the destroyed structures. The normal learning programmes would be disrupted thus leading to a drop in the quality of education that is provided.

Fourth, parents usually waste a lot of money in fines following destruction of school property, and the disobedience to authority may erode parents' confidence in the school as an agent of socialization.

It is clear from the above discussion that deviance would make students waste a lot of valuable time which would otherwise be invested in learning. They would eventually be poorly prepared for the National examinations. They would subsequently lose out on opportunities for future learning and future employment and thereby become economic liabilities to society.

The above observations underlie the fact that deviant in schools is a liability. It undermines curriculum and retards the development of education through the impact it has on the moral character of the youth.

In order to restore public confidence in the school as an agent of character building and to eliminate the economic burden arising from deviance, a systematic study was needed to unveil the factors related to deviant behaviour in secondary schools.

In this context, the present study examines whether or not relationships exist between the school factors and indicators of deviant behaviour in some selected secondary schools in Nairobi. The school factors that are investigated include:

- (I) Guidance and counselling services
- (ii) Headteachers' style of administration

The two indicators of deviant behaviour are:

- (I) disobedience to school authority
- (ii) damage to school property

Research Questions

This study was set to find out whether or not :

1. The teachers and parents' frequency of offering guidance and counselling to the students enhanced or minimized incidents of deviance in secondary schools.

2. The headteachers' method of disciplining errant students reduced or increased the incidents of deviance in secondary schools.
3. The different types/kinds of deviant behaviour exist in secondary schools.

Assumptions of the Study

This study was based on the following assumptions:

- (i) School rules and regulations reflect the expectations of society in terms of acceptable moral behavior.
- (ii) Disobedience to school authority and damage to school property are the best indicators of deviant behaviour in schools.
- (iii) The school and home environments have an impact on students' behaviour.

Rationale of the Study

Deviance has become a serious problem globally. Various cases of deviance involving the youth and the old have been reported by researchers as well as by the media (Muga, 1975; Kinyanjui, 1976; Awuondo, 1993;

Getui, 1993; UNICEF 1994). This situation is worrying especially for the youth since they are not only the country's future adults but its most important human resource. This problem of deviance among the youth is alarming both in primary and secondary schools. However, it can be contended that the pupils in primary schools are at a more conforming age and hence easier to mold than the resistant adolescents in the secondary school level. Moreover, the students at this level undergo a period of storm and stress (Lipset and Ladd, 1973; Lierop, 1991). This reason prompted the researcher to conduct a survey study at the secondary school level where most deviant cases have been rampant. A good example is that of Kirima High School students who went on rampage and destroyed school property after their bhang was confiscated by their teachers (*The Standard*, 25th October, 1993). Similar cases involving students of other different schools are plentiful (*The Kenya Times*, 6th October, 1990; *Daily Nation*, 21st October, 1993). Such an alarming problem as this one requires urgent attention.

In order to get an objective view of deviance among the Kenyan youth, the study was carried out in Nairobi because of the following reasons:

(I) Nairobi is a cosmopolitan city which brings all the Kenyan communities together. Therefore, its secondary school students would represent the entire nation.

(ii) The secondary schools in Nairobi, with almost all the educational facilities that they have, would enable students to do better in national examinations than other schools in the other provinces in the country. Whenever this does not happen, the situation causes a lot of concern among parents, members of the public, politicians and educationists. The concern in many instances tends to target the frequent occurrences of petty and serious misbehaviour by students in the city schools. Such incidents which are observed in the form of disobedience to authority or damage to school property are assumed to have a serious impact on the general performance of students in the National examinations. It appears necessary to carry out this study so as to clearly identify what primarily must be the underlying causes of the two forms of deviant behaviour among students in the selected secondary schools in Nairobi.

Significance of the Study

In Kenya, educational systems have been characterized by student unrests. These unrests could be attributed to causes of deviance such as drug addiction, alcoholism, etc. If these causes could be eliminated, the Ministry of Education would spend more time on planning development projects rather than wasting it on solving deviant cases. Hence, the prompting of this study which hoped to come up with recommendations which would enable the schools to control the situation and minimize students' deviant behaviour and

damage to school property. This calls for a conducive atmosphere for developing good skills/knowledge in the students. The teachers' efforts to give instructions and guide students would be easy to implement in the absence of distractors, hence adequate attention on the coverage of the curriculum.

Furthermore, since discipline is good for emotional development, students should grow up better adjusted to the expectations of society. This, in turn, will enhance their academic performance and there would be no competition for irrelevant attention, and hostile attitudes towards the authority.

For parents, it would become an economic relief since the burden of paying fines for damages would be minimized. As a result, they would feel more obliged to participate in school activities without reserved sentiments.

Policy makers may find it difficult to accept new recommendation unless the results are seen through a well-organized evaluation. Therefore, they may use these findings as the base for discussion on the steps that need to be taken to minimize incidents of deviance in secondary schools.

Limitations of the Study

This study was limited to Form IV students. The rationale was that these students had stayed in school for a long time. And above all, they were relatively older than the other students. Further, the study used the only parents who were found in the sampled schools at the time of the study.

The study was limited to Provincial secondary schools in Nairobi. Therefore, conclusions may not be generalizable to all schools in Kenya unless other additional data are incorporated.

This study was also limited to headteachers and guidance and counselling teachers. The rationale was that, these respondents either dealt directly with deviant students.

Since this study used an *ex post facto* research design, a major limitation was that a direct control of independent variables by the research was not possible. This was because their manifestation has already occurred or are inherently not manipulable. Therefore, the independent variables could not be scientifically controlled.

Definition of Terms

Some terms are frequently used in the study. Their operational definitions are given below:

(I) *School Size*

School size was used in relation to the number of students a school has. On this basis, two school categories were identified:

(a) *Small School*

This term was used to refer to schools with upto two streams of approximately 40 students in each class. This was classified from Form I to IV. Such schools had a population of about 320 students or less.

(b) *Large School*

This term was used to refer to schools with four or more streams of approximately 40 students in each stream. This was considered from Form I to IV. Such schools had a student population of 640 or more.

(ii) *Occurrence Book*

These are records that are kept by the school administration on daily basis.

The records show the following:

- (a) The students who were punished for disobedience or insubordination
- (b) frequency with which different forms of misbehaviour occurred.

(iii) *School Rules and Regulations*

Breaking of school rules and regulations were used in this study as indicators of:

(a) *Disobedience to Authority*

The higher the frequency of breaking school rules and regulations, the higher the disrespect level. Therefore, the higher the potential for hostility against authority. In this case, school rules and regulations acted as a good criterion for deviant behavior.

(b) *Damage to School Property*

This was seen as a manifestation of hostility towards authority which had not satisfied students' expectation. Therefore, damage to school property was used as an indicator of dissatisfaction towards the school authority.

(iv) *Youth*

According to this study, a youth is someone between the age of 13 years and 18 years.

(v) *School Administrators*

This term was used concurrently with the headmasters or headteachers.

(vi) *Regular Guidance and Counselling Services*

It was used in the study to refer to guidance and counselling services that were offered to students at least once a week.

(vii) *G/C*

It was used to refer to guidance and counselling.

Organization of the Study

This dissertation is organized in five chapters. Chapter One, provides introduction, background to the study, statement of the problem, rationale and definition of terms. The chapter also gives the objectives, assumptions, limitations and significance of the study.

Chapter Two deals with the conceptual framework and relevant literature. Chapter Three presents methodology and research design. This chapter also gives a detailed description of the instruments used, data collection and analysis procedures.

Chapter Four presents analyzed data, discussions and interpretations of the findings. Chapter Five summarizes the research findings, presents conclusions, recommendations and suggestions for further research.

CHAPTER TWO

CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW

Introduction

This chapter is divided into two sections. Section one explores the social control as part of conceptual framework on which this study is based. Section two reviews pertinent literature particularly in the area of social control. The existence of an orderly society presupposes some systems of control over behaviour. The system of control is, therefore, an essential and integral part of every society. In its broadest sense, social control refers to any action or actions by one person or group which determines the action of another. Since the behaviour of human beings always develops through interaction with others, all behaviours, are controlled by these contacts. Much of the behaviour of any person is influenced by the actions and expectations of others. As these are internalized, they become the person's own norms of behaviour, and hence a controlling force.

In the Kenyan society, as in others, interaction is largely on the symbolic level, and most control is verbally administered through symbols that anticipate some type of pleasant or unpleasant consequences. The anticipation of rewards and punishments from those in power is a real part of the life of the members of the society.

A careful examination of most bureaucratic systems would indicate that both formal and informal mechanisms of control and influence are in operation and that both play an important role in the functioning of the total system. In either case, the system of control is based on the assumption that it is right for those with power or influence to exercise such control. This right may be formally articulated in legislation, or it may be accepted as a matter of tradition or belief.

The design of this study was based on the assumption that deviance would be best explored from the theoretical perspective of social control. The rationale for this view is that most deviance occurs at the adolescent stage and this period is marked by the emergence of strong emotional dispositions which tend to depend on collective behaviour or action in the context of both self and group identity. Hence, it could be curbed if a careful analysis of specific determinants is achieved.

Tenets of Social Control

It can be inferred from the works of scholars such as Hagedorn (1983); Hirschi (1969); Gottlieb *et al* (1969), Hagan (1969); Odetola (1985) and Awuondo (1993) that social control is any force that makes people conform to the norms of society. It can either be formal or informal and is thought of as being located along a continuum. In this continuum, an individual socialization through group membership leads to the internalization of certain actions and expectations which become his/her norms of behaviour. On one end of this continuum are the informal activities of the family, while on the other end, are the formal activities of the institutions of learning. In between are the informal activities of various groups (peers, ethnic, religion and others) that provide socializing norms and values.

One of the most powerful sources of social control is the process of socialization which takes place in the family, community and the school. The focus of this study is at school level of social control. The study contends that the socialization process in the family, community and the school consists of acts such as disapproval, praises, rebukes and punishments. These acts may be from parents, teachers, school administrators and peers. Although the study focuses on the school level of social control, we cannot dismiss the fact that charity begins at the family level. The students who have been spanked by their parents, community and then teachers for their bad behaviour will probably not display such behaviour again, at least not in front of their

teachers. It is in this context that the school rules and regulations become the symbol of authority for the students.

Each peer group in the school has a set of norms and standards of behaviour which control its members. Thus, members of such a group must behave accordingly or risk being ostracized, reprimanded, denied or ignored. The fear of provoking such risks usually does bring about a strong sense of belonging to or observing the norms of the group. To this extent, social control on members by the group turns out to be a strong control force in the school. The teacher, on the other hand, is a social model for the students, and either directly, or indirectly influences the students' behaviour.

The informal cultural domain has norms which are cherished by the collective community with well-established mechanisms for punishing deviant members. At the formal school level, the most obvious agents of social control are the headteachers, teachers, prefects and monitors as guided by the rules and regulations of the institution.

It is contended that forces of social control operate at all levels and among all members of a school. It is, however, observed that variations from norms exist for various reasons. Such reasons include (Hirschi, 1969):

- (I) Lack of commitment to specific goals;

- (ii) Lack of awareness of behavioral harm to both individual and society and
- (iii) unwillingness to pursue school norms.

In order to deal with these variations, the community views the teacher as a model conformist, a symbol of authority, a parental substitute and a source of guidance and counselling for the students. Thus, the style of leadership will affect teachers' attitude towards work in terms of commitment and morale. If the leadership of a school is conducive then, the teacher's morale is boosted and they take their work seriously. This, in turn, assists them to be better guidance and counsellors since their working environment is amicable. On the other hand, style of leadership can be shaped by their attitude towards the school administration.

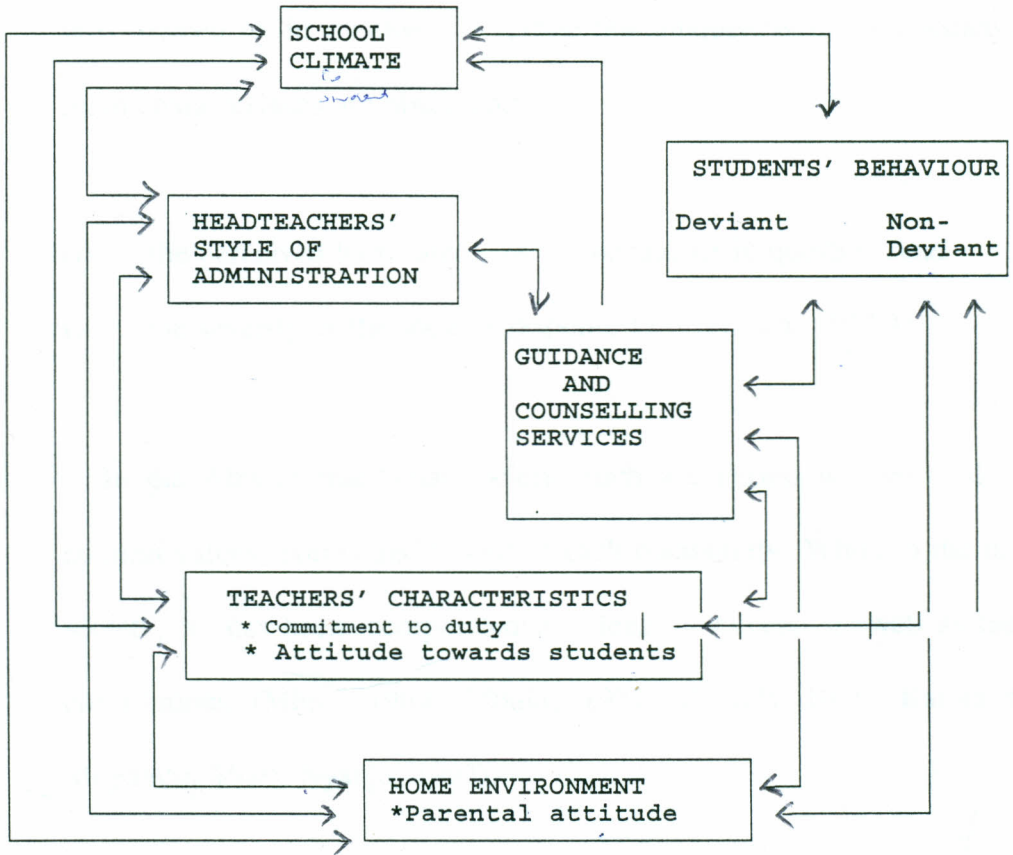
Parental attitudes towards schooling of their children is, to a large extent, determined by the school leadership. If the school administration is committed to the proper learning of students and practises the *laissez faire* authority, then parents are bound to support the administration. However, parents who show little regard for teachers and even their children's performance, tend to affect the morale of teachers negatively. This is because the teachers lack the support both morally and even physically especially in enforcing discipline.

It follows that students who realize parental concern about their education are stimulated to work harder and even excel in national examinations. They tend to respect not only their parents but also their teachers and school administration. Thus, they become obedient rather than deviant.

In view of the foregoing, the role of parents in supporting the administration as well as teachers cannot be over-emphasized. The school can only administer discipline effectively and effect proper learning if the parental attitude is positive. Consequently, teachers, parents and school administrators should work hand in hand and supplement each other if harmonious learning and training environment are to occur. In this way, cases of deviance would be minimized in schools. Figure 1 summarizes the mechanisms of social control in a school setup. This figure will be used to interpret deviance among students in schools.

Figure 1.

PROPOSED MODEL FOR SOCIAL CONTROL



Key: Arrows indicate a direction of influence

LITERATURE REVIEW

To a considerable extent, deviance is determined by a unique criterion to each society. Whatever a society or group within a society defines as deviant, is so treated by its members. Despite this uniqueness in each society, two main characteristics are observable:

- (i) the perceived harmfulness of the behaviour in question; and
- (ii) the severity of the societal response to it (Hagan, 1977:1)

In the African traditional society, such a criterion was entailed in the cultural values, norms and taboos of each community. While in the modern society, it has been incorporated into legal documents as well as national constitutions (Mbiti, 1969; Mbula, 1977; Odetola 1985; Katola 1987; Mugambi, 1989; Nyanje, 1992).

Modelled along this framework, the school as an organ of society for the moral development has its criteria in the form of school rules and regulations. For the purpose of this study, school rules and regulations were taken as indicators of what is expected of students' behaviour. Students who fail to abide by the school rules and regulations are considered as deviants. It is the intention of this study to place school deviance in the wider perspective of the society. It would then become possible to see why deviance has penetrated deeply into the Kenyan schools.

A considerable amount of work touching on deviance has been done by various scholars. For instance, Parrillo *et al.*, (1985), Hagerdorn (1983) and Zandern (1990) used various theories to explain deviance in the Western world. An attempt to address deviance from the African context was made by Peil (1977). This study focused on different forms of deviance from the African point of view. The limitation of Peil's study was that it was too general for it did not focus on different forms of deviance in detail. In the Kenyan case, Muga (1975) dealt with crime and delinquency. His study was handicapped in the scope it covered. It did not address itself to the causes of crime and delinquency in Kenyan secondary schools. Nyanjoni (1975) and Kinyanjui (1976) investigated problems caused by adolescents in secondary schools and school strikes. However, these researches were also limited in scope for they did not place the findings in a social control framework and also they overemphasized the need for protecting victims as opposed to the underpinning of correlates.

Awuondo (1993), in a study on deviant behaviour and the maintenance of public order, contended that certain things are not properly done so as to enhance the rule of law. The limitation of this study is that it was not specifically addressed to secondary schools. Getui (1993) investigated the religious aspects of secondary school-life and found that the youth were not taught moral values effectively as it relates to behaviour. Even though the study stressed on the benefits derived from being exposed to religious values,

it did not focus on cases of deviance in Nairobi secondary schools. Recently, UNICEF (1994) investigated female adolescent health and sexuality in Kenyan secondary schools. This study established the areas that are hard hit by the above mentioned problems in Kenya. However, its main limitation is that it focused more on sexuality and health implications on secondary school girls than on other aspects such as disobedience to school authority and damage to school property. This study, therefore, intends to fill the gap by identifying some of the correlates of deviance in Nairobi secondary schools and suggest possible recommendations.

Some factors that could influence students' behaviour

It has been easy to pinpoint the incidences of deviance in Kenyan schools, but it has not been equally easy to determine the possible causes. Criticism has largely been directed towards some school administrators and teachers after the incidences of deviance have been reported. This has, however, neglected other possible factors that could influence deviant behaviour in Kenyan schools as we shall see below.

School Administration

Every society has various kinds of organizations and institutions, each established for certain purposes (Bray, *et al.*, 1986; Ezewu, 1983). Each of

these organizations and institutions is made up of individual people, all of whom work towards attainment of the organizational or institutional goals. Among the many organizations and institutions found in a society is the school.

Each school as an institution or organization has clearly spelt out aims and objectives to be achieved (Reid, 1978). It can possibly be conveniently argued that the individual efforts in any institution or organization must be centrally coordinated by a person or a group of persons if the intended goals are to be realized. The most important person in a school is the headteacher. This is so because he or she is solely responsible for providing direction towards the goals set out to be achieved. Bricker (1978:20) contends that the headteacher is the educational and administrative leader of the school to which he or she is assigned.

The responsibility of a headteacher is to unite and co-ordinate all the efforts of other staff members and be able to meet their needs (Afriyie, 1980; Cooksey, 1981; Ezewu, 1983). Boles and Davenport (1975:117) assert that:

“.....[a leader is] an individual who takes initiative to assist a group to move toward production goals that are accountable, to maintain the group, and to dispose of those needs of individuals within the group that impelled them to join it.”

Hersey and Blanchard (1972:69) expressed similar views by saying that, "in essence, leadership involves accomplishing goals with and through people. Therefore, a leader must be concerned about tasks and human relationships".

The above assertions imply that most failures can be attributed to inefficient leadership (Hersey and Blanchard 1972:67). The failure of a school to realize its aims and objectives depends on style of leadership. Every school strives to realize its aims and objectives. However, their failure or success depends on many factors. One of the most important factors is the style of leadership offered by headteachers.

There are three such leadership styles namely autocratic, democratic and *laisser faire* (Musaazi, 1982). The discipline situation in a school would depend on which of the three leadership styles is adopted by the school administrators (Mbiti, 1974; Styles, 1982; Maranga, 1988).

Kinyanjui (1977) observes that the style of leadership determines whether the students and teachers have respect and confidence in their headteachers. In the absence of this respect, the legitimacy of the headteacher's power and authority is undermined and this in turn affects the morale of the staff and the discipline of students.

The main function of the headteacher is to direct, guide and integrate human efforts with specific educational goals (Mbiti, 1974; Olembo, 1977; Ochieng, 1984,). Poor organizational and administrative structures in a school can influence the students' behaviour. Even where students of a given school are of high aptitude and have highly qualified teachers and the required school facilities, good organizational and administrative styles are still invaluable inputs in the way in which resources are allocated and also how time is shared among students depending on their specific needs.

By studying the headteacher's styles of leadership, it would be possible to determine how different styles affect the morale of teachers and the general discipline of students in Nairobi secondary schools. This task was analyzed in relation to students' obedience to school rules and regulations. This is because in a school situation, membership and activities are governed by certain specific rules and procedures which determine the degree of authority and behaviour of each particular member (Mbiti 1974:1).

A key factor that determines the quality of leadership style in school is the size of the school (Agyemen, 1976; Akrofi, 1978). However, Wiseman (1984:50) points out that "... large schools attract better headteachers who, in turn, appoint better assistant teachers who delegate proper and conducive administrative duties which lead to the smooth running of the school". This may, not be the case in practice. Eshiwani (1983) asserts that indiscipline in

schools is as a result of slow rate of producing qualified personnel to manage schools. He argues that teachers of proven leadership and administrative capabilities are first sent to National and provincial schools. This argument does not take into account the fact that not all the students in the named schools behave well. Eshiwani (1984) observes that some headteachers do not know what goes on in the classroom. Likewise the Ministry of Education Manual (1979) stipulates that the fast and rapid expansion of education has led to the appointment of headteachers who have not had the experience to execute their duties efficiently as is expected of them. In the words of Mbiti (1974:48).

... Many teachers have been and will be given leadership without any formal preparation for it. When a teacher is picked out to be a headteacher, he will find himself in a different world altogether with new responsibilities, commitments, new problems and in most cases less freetime..

The above quotation suggests that the criterion used for the appointment of headteachers is not well stipulated. Sometimes, the Ministry of Education in conjunction with the Teachers' Service Commission (TSC) may either consider someone for promotion due to his long service or academic qualifications. On some occasions, extra-curricular activities may put a teacher in a better stead for promotion. Attributes that are related to leadership are not always considered.

In Kenya, there are few formal programmes for the training of prospective headteachers in schools. This may bring about administrative blunders. (Olemba, 1977; Ochieng 1984) strengthen this view by showing how a frustrated headteacher may gamble over the energy generated by his or her legal authority in an attempt to deal with those in school opposed to his or her administration. If that happens, then the teacher's morale and efficiency in executing his/her duties may be adversely affected. This may subsequently lower a teacher's effectiveness in guiding the behaviour of students.

The prevalent wave of wanton destruction in learning institutions in Kenya is partly because some of the headteachers who are pre-occupied with social control rather than challenge and motivation. Eshiwani (1983) strengthens this view by his findings that a high percentage of headteachers are parochial and incompetent in handling administrative duties. Some of the headteachers who were dubiously appointed do not accommodate descending views and thus become liabilities to their schools. Such headteachers often neglect the usefulness of staff meetings. Staff meetings are important because they facilitate co-ordination of various activities in the school, be they academic or administrative (Fagbulu, 1977; Mukonyi 1987, Kombo, 1988). The meetings also give an opportunity to the headteachers to convey useful information and build the morale of the staff. Jacobson (1973:138) says that many teachers leave the teaching profession because of frustration they meet in teaching.

Some of the frustrated teachers who do not leave may have their morale drastically deflated.

A school in which high morale prevails is likely to have less disciplinary cases among the teachers and students (Afriyie, 1980; Kathuri, 1986). Teachers and students in such schools are likely to be much more committed and would do their best for the good of their school. More importantly, teachers would look for ways and means of making their teaching effective.

A headteacher should be seen as the person who is the head of his or her institution. He should be recognized, accepted and upheld by those under him or her as a person of high integrity, dignity and competence in all matters pertaining to the running of the school (Afriyie 1980). To this end, Mbiti (1984) and Nwakwo (1982) believe that effective administrators have inborn qualities that make them effective when discharging their duties. The theory advances the view that only those who have the personality, qualities and traits for the practice of the art of administration succeed as administrators. This is to say that one becomes a good administrator not by training or by master of any special techniques of administration but by essential traits of administration.

The theory is limited in the sense that it cannot be relied upon in a system where there is a proper way of appointing leaders. Under normal

circumstances, some people may have an inborn advantage of being better administrators than others. This does not necessarily mean that they cannot be even better administrators through training.

The headteachers have to play their roles as administrators if their influence is to be felt and accepted by the teachers and students. How they administer their respective schools is the concern of this study.

The foregoing discussion indicates that much of the students' deviant behaviour has a relationship with headteachers' brand of administration. If the administration is excessive, the students may become disobedient to school authority and destructive to school property. The brand of leadership and the resultant hooliganism and disobedience have not been given prominence by scarce researches existing in Kenya. Hence, the prompting of this study. The influences of leadership styles are discussed against the following:

- (i) cohesion between administrative and teaching staff ;
- (ii) students' attitude towards headteachers and
- (iii) students' respect for school rules and regulations (Fagbulu 1974; Afriyie 1980; Ochieng 1984).

Teachers' Characteristics

In any formal learning situation, a teacher is indispensable. By preparation and experience, he is expected to handle competently various issues which arise in connection with learning and, generally, he or she is expected to guide the learner and offer the needed leadership (Fagbulu 1974; Reid 1984). Seen from this perspective, then the teaching force is considered to have an influence on the quality of education and subsequently the students' behaviour. It is often observed that the quality of education depends on the quality of its teaching force (Eshiwani 1985, Maundu 1986; Kathuri 1987; Getui 1993). Therefore the question to pose is, who should teach? Fagbulu (1974) says that teaching is the duty of professionally trained teachers who are thoroughly familiar with the subject matter and the best methods of organizing and presenting it. This is due to the fact that teachers are taught the skills for structure of knowledge analysis and its application to teaching. It also appears, on face value, that trained teachers teach better than the untrained ones. But how much better are they? Studies by Fagbulu (1974), Mukonyi (1978) and Kombo (1988) show that a teacher's professional training has a direct relationship with his students' academic performance. Training, according to Eshiwani (1987), and Kobowen (1987), enables the teacher to sustain the interest of students throughout the lesson.

Kathuri (1987) established that the quality of staff does not necessarily mean high academic and professional qualifications. Kavuludi (*The Daily Nation*, 16th July 1993) reinforces this view by asserting that the teachers

whether trained or not, who adopts a casual and negative teaching approach may do more damage to the service. Kinyanjui (1979:262) goes further to point out that

... the calibre of teachers in any school or schoolsystem forms an important in-put variable which can have tremendous impact on school out-comes (achievement or even life chances).

To ensure better quality of teaching and influence on students' behaviour, the education system requires a professional training.

Teachers Service Commission recruits, posts and transfers teachers. In discharging its duties, some teachers are transferred from one school to another. Although teachers are required to work anywhere in the Republic of Kenya, they may feel satisfied if transferred on request. Therefore, it is likely that some transfers are necessary and others unjustified. As a result of this, there is a need to make teachers stable in their places of work as a strategy to making them more familiar with their school in general and students in particular. Such a phenomenon would probably enable them to know the students' academic and social background. They may then be able to exploit the knowledge to assist in bringing about discipline in schools.

Another aspect to consider and which falls under the teachers' characteristics is the distribution of teachers who are academically and

professionally trained. Their distribution has always been uneven in Kenya.

For instance, Eshiwani (1987:20) observed that;

... about 77 percent of all teachers employed by the government through the Teachers Service Commission (TSC) are in maintained schools of whom 97 percent are trained compared with 33 percent in schools of whom a few are trained.

It is evident from the above quotation that some district secondary schools were hard hit by the problem of having a high percentage of inexperienced teachers. This is because inexperienced teachers may be unable to quickly detect and solve students' discipline problems. In other words, the inexperienced or untrained teachers who are employed to teach may negatively affect the students' behaviour and finally their academic performance. This is so because such teachers may not prepare students effectively for the National examinations (Raju 1973). As a result, the students may perceive such teachers negatively. This negative perception may be in the form of disobedience to the concerned teachers.

Another factor to consider within the teachers' characteristics is teacher turn-over. Schiefelbein and Simmons (1983) have shown that the higher the teachers' turn-over, the lower their interest in the school activities during their stay. According to Eshiwani (1983) schools that have maintained high records of academic achievement are those with less teacher turn-over. Teachers who stay in one school for a long time have a probability of knowing the social and

academic backgrounds of their students better than the new ones (Fagbulu 1974). Therefore, the time one stays in a school may be interpreted to mean an asset in dealing with students' behavioural problems.

It can be deduced from the foregoing discussion that a school with high teacher turn-over rate may have less cohesive staff. Hence, the need to systematically study the context of deviance from the view of teachers' characteristics.

Guidance and Counselling Services

The breakdown of traditional moral control and child upbringing practices in Africa has left many parents and children in a predicament (Akinboye 1982; Nyaga 1988; Castillo 1986; Lierop 1992; Akinboye 1982). Customary approaches which placed the responsibility of guiding and counselling children on grandparents, parents, and other elders in the village, have rapidly lost ground in the face of the major social and economic changes that have been taking place in Africa (Peil 1977; Katola 1987; Getui 1993). It is usually no longer possible for children to have intimate contact with their grandparents as a means of facilitating their introduction to sound conduct and positive moral values. This responsibility has gradually shifted solely to parents due to changes in the modes of social organization and settlement; but, unfortunately, some parents prove unprepared to handle this responsibility

(Akinboye 1982; Nyanje 1990; Katola 1994) and the responsibility is further shifting to teachers (Nyaga 1988; Getui 1993; Bennaars 1993).

Parents are aware of what should be done, but the majority of them lack the courage and/or the knowledge necessary for the moral guidance of their children (Unicef 1994). There is a clear generation gap between the parents and children today (Nyaga 1988; Oduor 1990). That is why parents find it fairly difficult to enter into discussion with their children on matters concerning their physical development and the moral problems that beset them at a later stage. Children are, therefore, left on their own to learn and adopt behaviour from their peer groups, the school community, the market and the towns. Parents may not be near to help their children grow with a clear distinction between what is moral and immoral.

Lack of proper guidance and counselling of children is reflected in the unacceptable and unethical conduct among some youth. Such conduct could include drug and alcohol addiction, prostitution, stealing etc. These problems are some of the contributing factors to social distress and school disruption.

Traditional African societies had mechanisms of controlling adolescent behaviour (Katola 1987; Nyanje 1992). Some of these mechanisms included counselling by the grandparents and intricate systems of taboos among others. With the advent of colonialism, Christianity, and Western education, these

traditional mechanisms were weakened (Datta 1984). As a consequence, the society became socially restructured.

The mass media has and is contributing a great deal to the moral decay in the society today (Getui 1994). This is because as already mentioned, most parents do not have time for their children and as such do not vet or control what they should view on television, films, videos and so on. (Nyonyintonos 1974; Akinseloyin 1981; Katola 1995). The televised violence can negatively change a child's behaviour where the youth lack guidance in terms of what not to view. Therefore, efforts to attune the moral values and behaviour of the children should be considered as a matter of urgency, since the future of any society, intrinsically, depends on whether or not children are brought up as integral persons (Edwards 1974; Abagi 1985; Oduor 1990).

In response to the urgency of molding the character of the youth, the present study addresses itself to the role of guidance and counselling services in minimizing deviance in schools. No one, perhaps, will doubt the assertion that the world today is so complex that students in schools need careful handling and counseling so that they are prepared fully to face the challenges.

The question to pose at this juncture is: why is it necessary to give guidance and counselling services to students in secondary schools? Students who are at this level of learning fall under the category of adolescent.

Grinder and Strickland (1963) refer to adolescence as a period of great storm and stress. If this assertion is true as it is assumed to be, then, a certain proportion of students who fall under this age group acquires an irrational behaviour (Lipset and Ladd 1973).

Majority of students in secondary schools are adolescents. Their ages range between 13 and 18 years. If one considers closely the argument advanced as to why adolescents behave irrationally, one cannot but endorse the argument by Aristotle (Akinseloyin 1981: 20). Even if one agrees with adolescent behaviour as shown by Aristotle, adolescents need some guidance in order to be able to control their behaviour.

It is true that the phenomenon of student unrest is now a familiar one the world over. Unless one understands the causes and sources of students' deviance, one may not be able to find solutions that will help to minimize students' deviant behaviour.

Apart from the role played by the school in molding the character of the youth, the role of parents in this regard cannot be over-emphasized. Parents being the first members of the larger society that the child comes into contact with (Mbula 1977; Cooksey 1981; Datta 1984; Ezewu 1993), are responsible for instilling acceptable norms and attitudes into the child. Thus, it is important for them (parents) to spend time with their children in guiding and

counselling them so as to grow up into responsible adults through the use of their power of reason (Coloman 1965; Ndolo 1985).

In the traditional societies, Africans had mechanisms of controlling adolescent behaviour (Mbiti 1969; Newsletter, Ministry of Education 1990; Nyanje 1992).

The majority of the parents lack time to guide and counsel their children as per the societal requirements. In view of this, the school has been burdened with the responsibility of controlling youths (Sommes 1978). Although that is the expectation from the society, the school has found this role very difficult to handle (Njau and Odallo 1996). This is because of little consultation between the teachers and parents (Abagi 1985). Again, this minimal consultation has been facilitated by the fact that the majority of the parents have relinquished their responsibilities to teachers (Edwards 1974; Abagi 1985; Oduor 1990). The outcome has been a tendency among adolescents to behave in ways considered deviant by the society in general and school in particular.

← In order to minimize indiscipline in schools, various approaches have been put in place. One of such approaches is the adoption of guidance and counselling services. Guidance and counselling have been defined differently. For instance, Shertzer and Stone (1996) view counseling as an interaction

process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behaviour. Arbuckle says that it is helping a person to come to see who he really is, and what he has and what he does not have; what he can do easily, what he can do with difficulty, and what he probably cannot do at all. Tyler summarizes by saying that the purpose of counselling is to facilitate wise choices of the sort on which the person's later development depends. Therefore, in an educational setting, counselling is regarded as the purposeful understanding and assistance given to the student so that he/she is better able to handle his own problems (Kilonzo, 1980). Counselling should, therefore, directly touch the lives of students more than any other helping profession (Armor 1969).

It is unfortunate to note that guidance and counselling in school has been produced mainly in form of books for secondary school students. (Kilonzo 1980; Tumuti 1985). The most striking aspect about the service is that it is mostly confined to Form IV students especially with regard to career choices. In such cases, the students are provided with the information for further education, training and employment. Teachers in such circumstances assume wrongly that students in lower forms do not require guidance and counselling services unless a problem arises. Furthermore, the program of guidance and counselling for self-understanding and ability to make decisions (Tumuti 1985; Kilonzo 1980), laments that the career masters/mistresses have not changed

very much in delivering services to the students since independence. They simply show students the requirements needed for various career choices but do not seriously address the problem of indiscipline in schools.

Knox (1974), asserts that the school counsellors concentrate more on academic matters than on students' behaviours. Thus, students who have behavioural problems are hardly counselled. Additionally, ignoring counselling students on proper behaviour gives lee-way to students' deviance.

The preceding discussion shows that the practice of providing guidance and counselling services is limited in scope for it ignores students who have behavioural problems. The question to pose is: How can the services be effective if it leaves out the aspect of discipline.

In this context, deviance is often viewed as a phenomenon resulting from lack of awareness of the advantages of moral uprightness or lack of awareness of the negative impact on both the students and the school of certain undesirable behaviour. It is, therefore, construed that guidance and counselling services would alleviate deviance in schools. In order to address this gap in our knowledge the study examines what guidance and counselling teachers do, how they do it, for whom and its effect on secondary school students.

Summary of Chapter Two

This chapter presented a conceptual framework based on social control. The chapter has reviewed literature on deviance and its problems in society. This review has established that deviance is detectable through perceived harmfulness of a given behaviour and the severity of societal response to it. An account of correlates of deviant behaviour revealed that the symptoms of deviance in schools could be as a result of the following:

- (I) administrative styles;
- (ii) teachers' characteristics and
- (iii) frequency of offering guidance and counseling services to students

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with the research design, the population and the sampling procedure, the research tools and a discussion of the statistical analyses used.

Research Design

This study used an *ex post facto* research design. The design is defined as a:

Systematic empirical inquiry in which the scientist does not have direct control of independent variables because ... they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variations of independent and dependent variables (Kerlinger 1973:379).

The basic purpose of *ex post facto* research design is to discover or establish functional relationships among variables. A functional relationship is one in which it has been demonstrated that a change in one variable is accompanied by a change in the other et. al. (1972:262).

Further, the *ex post facto* research design was found appropriate for this study because it is recommended for social researchers. Kerlinger (1973:379) supports its use and asserts that:

... much *ex post facto* research design must be done in psychology, sociology and education simply because many research problems in the social sciences and education do not tend themselves to experimental inquiry.

The choice of this design was preferred on the grounds that it was not only for collecting and describing data, but also for investigating and attempting to establish the existence of certain relationships among the dependent and independent variables in the study.

The *ex post facto* research design, however has some weaknesses. Such weaknesses include the inability to manipulate independent variables, lack of power to randomize (respondents) on independent variables of interest and risk of improper interpretation of results (Kerlinger, 1973:390). Due to these shortcomings the researcher should:

... always treat the result and interpretation of the data of *ex post facto* investigations with great care and caution, where one must be careful with experimental results and interpretation (Kerlinger 1973:392).

Target Population

Kenya as a country has secondary schools that are spread all over the provinces. Owing to financial constraints, the researcher could not carry out a study on all the schools in the country. As a result, secondary schools in Nairobi Province were selected for the study.

Like other urban areas, Nairobi is exposed to "wholesome influences of city life" as Colemon (1965) says. Such influences as exposure to pornography, radio, television, movies and people of all walks of life, greatly affect the students' behaviour.

Above all, Nairobi as an area of study was selected due to its metropolitan status. The city has attracted many people from every community than any other town in Kenya. These people interact freely in offices, residential areas, streets and in schools. Therefore, a research carried out in the city secondary schools could bring out the opinions of students from a diversity of ethnic backgrounds.

The researcher originally intended to study all the Nairobi secondary schools. However, during the pilot study, it was found that majority of the headteachers in private secondary schools were unco-operative. They were skeptical because they felt that the study could have negative implication for

their schools. For example, the headteachers felt that the already high public regard which exists could be derailed by the results of the study if the public got the information that there were possibilities of deviance in their schools. And therefore, parents could withhold taking their children to private schools in comparison to the old time. Therefore, the researcher decided to draw a sample from public secondary schools.

The choice of the public secondary schools was also based on two reasons:-

First, these public secondary schools were built and maintained by the members of the public. Therefore, they stood to lose a lot if students in such schools acquired deviant behaviour.

Second, private schools admits only 12.45% as compared to 87.6% in public schools. This was based on Form one intake every year. As a result, a high number of students are found in the identified public schools. Therefore it was important to carry out a study as a way of safeguarding these students.

In view of their large numbers, all public secondary schools were categorized into; district, provincial and national secondary schools. Eventually, the researcher selected provincial secondary schools for study. This choice was based on the awareness of the Kenyan education policy of selecting 85% of students to attend provincial secondary schools from the

local area. This meant that a majority of the students who were admitted to these schools therefore, came from the Nairobi Province.

Above all, focus on a study of deviant behaviour among students in Nairobi secondary schools was given further impetus by the observation that "... deviant behaviour is highest in urban centres" (Smelser, 1973:810). Using the claims made in this source, it appears that a variety of lifestyles, ideas, varied expressions on various issues and practices, diversity of thoughts etc. have individually or collectively influenced non-conformity and a variety of indiscipline not only among the general public but also the youth in secondary schools. Therefore, the choice of Nairobi city secondary schools is most appropriate. The reason as indicated above is that Nairobi schools are likely to display all kinds of behaviour observed among students around the country.

It was found that there was only one provincial boarding school (Dagorreti) for boys in Nairobi. This left the researcher with the following types of provincial secondary schools.

- i) Girls' day secondary schools
- ii) Boys' day secondary schools
- iii) Girls' boarding secondary schools
- iv) Mixed boarding secondary schools
- v) Mixed day secondary schools

This classification ensured that several types of secondary schools that were relevant for selection of students for the purpose of inquiry were adequately represented.

The provincial secondary schools in Nairobi were then subjected to a systematic sampling method in order to take into account the varied characteristics of the sampled universe. The first step involved dividing secondary schools into the different types listed in the previous paragraphs. Then, samples were selected from each type.

The next step involved the sampling of students for this study. In order to achieve this objective, the schools' student population was put into account. This enabled the researcher to have the following sub-divisions.

- i) Small secondary schools with an enrolment not exceeding 320 students.
- ii) Big schools with an enrolment of more than 321 students.

The above sub-division of schools enabled the researcher to randomly select various schools. This approach was regarded as the most practical and free of bias by such proponents as Kerlinger (1973:119) who observes that:

.... a sample drawn at random is unbiased in the sense that no number of the population has any more chance of being selected than any other number.

Finally, the following categories of secondary schools were selected. Each pair in the categories except a mixed boarding secondary school has one large and one small school as shown in the Table 3:1

TABLE 3:1 NAMES AND CATEGORIES OF SECONDARY SCHOOLS IN NAIROBI

BIG SECONDARY SCHOOLS

SMALL SECONDARY SCHOOLS

Jamhuri High School

Upper Hill School

Ngara Girls' Secondary School

St. Teresa's Secondary School

Pangani Girls' High School

St. Georges Girls' School

Kamiti Secondary School

Ruaraka Secondary School

Form IV Students

Students formed the graded part of the study sample. From the eight secondary schools selected, Form iv Students were used as subjects of this study.

The criteria for selecting Form four students were: First, that they had undergone four years of secondary education. It was, therefore, hoped that they were more mature and would give more realistic responses. Second that it was assumed that they were more specialized to acquire school values which stressed on conformity to the school rules and regulations. Only one stream was used from each school. In all the cases, the researcher used the stream that was made available to him by the school administration. A total of 310 students participated in this study. Of these, 172 students (55.5%) were girls while 138 (44.5%) were boys.

Parents

The researcher managed to get 73 parents who were found at the time of the study in the selected schools. It was assumed that these parents had children in those sampled schools. Therefore, these respondents were in a better position to respond to the questionnaire.

Guidance and Counselling Teachers

Guidance and Counselling teachers in the selected secondary schools formed the third sample of this study. A total of eight teachers took part. Their selection was predetermined in so far as their school was selected.

School Administrators

Eight school administrators participated in the study. These participants were selected after sampling their schools.

Data collection instruments and their administration

Data collection instruments used in this study were questionnaires, interviews, observations and official records. Each instrument is discussed below.

The Questionnaire

All together, there were three sets that were written and piloted to headteachers, students and guidance and counselling teachers in Mombasa before undertaking the actual study. The choice of Mombasa was based on the fact that it is the second most populated town in Kenya. For this reason, it was assumed that schools in Mombasa experience similar deviant problems as those of Nairobi.

It was the intention of the researcher to collect the needed data using postal method. During the pilot study, it became necessary to deliver the questionnaires to the schools personally, and to collect them after two weeks.

School Administrators

Eight school administrators participated in the study. These participants were selected after sampling their schools.

Data collection instruments and their administration

Data collection instruments used in this study were questionnaires, interviews, observations and official records. Each instrument is discussed below.

The Questionnaire

All together, there were three sets that were written and piloted to headteachers, students and guidance and counselling teachers in Mombasa before undertaking the actual study. The choice of Mombasa was based on the fact that it is the second most populated town in Kenya. For this reason, it was assumed that schools in Mombasa experience similar deviant problems as those of Nairobi.

It was the intention of the researcher to collect the needed data using postal method. During the pilot study, it became necessary to deliver the questionnaires to the schools personally, and to collect them after two weeks.

For the purpose of testing the questionnaires, the researcher sent the first drafts to a sample of three schools in Mombasa. Two weeks after, the questionnaires had not been received back by the researcher. At this stage, it became necessary to visit those schools with new sets of questionnaires. After establishing rapport with the relevant respondents, they revealed that there were problems in filling the questionnaires. The three schools eventually accepted to fill the questionnaires and the researcher collected them after two

The closed-ended questions were utilized in cases where the range of possible responses were given on the questionnaire. The advantage was that it was easier to code responses and analyse them using computer facilities.

The open ended questions were used sparingly. Their choice was based on the need detailed and freely expressed opinions from the respondents. The administration of the questionnaires to the relevant sub-sample is discussed below.

The closed-ended questions were utilized in cases where the range of possible responses were given on the questionnaire. The advantage was that it was easier to code responses and analyse them using computer facilities.

The open ended questions were used sparingly. Their choice was based on the need detailed and freely expressed opinions from the respondents. The administration of the questionnaires to the relevant sub-sample is discussed below.

Administration of the Questionnaire

The arrangements to visit the schools was made through letters which were addressed to the headteachers (See appendices). From this observation, the researcher concurs with Shipman (1981), Bradburn and Sudman (1981) that when rapport has been established, the anxiety and perceived fears are minimized, and the responses become more positive. Each of the four sets of questionnaire given to respondents is discussed below.

A The Student Questionnaire

The copies of the student questionnaire (See appendix) were administered to 310 students who were in Form Four in the selected schools. The questionnaire sought to gather information regarding the following:-

- . Mode of punishment in school and at home
- . The availability of guidance and counselling services to students
- . Parents and teachers' attitude towards deviant students.
- . Items that were targeted for damage by students.
- . Reasons cited by students for being deviant.

The students were requested to fill and return the questionnaire within one day to either the researcher or his research assistants for analysis (See appendix I).

B The Parent Questionnaire

The copies of the parent's questionnaires (See Appendix II) were administered to 73 parents who were found in the selected schools at the

time of the study. The questionnaire sought to gather information regarding the following:-

- . Mode of administering punishment;
- . Mode of offering guidance and counselling services.
- . The attitude of parents towards deviant-students.
- . Items that were often damaged by students.

The parents were asked to fill and return the questionnaire within one day to either the principal researcher or his research assistants for analysis.

C The Headteacher Questionnaire

The copies of the headteachers' questionnaire (See Appendix III) were administered to eight respondents who were either headteachers or deputy headteachers of the selected secondary schools. The questionnaire sought information concerning the following:-

- . Mode of meting out punishment to students.
- . Items that were targeted by students for damage.
- . How they enforced school rules and regulations.
- . Their attitude towards deviant students.

These respondents were asked to fill and return the questionnaires within one week to either the principal researcher or research assistants.

D The Questionnaire for guidance and counselling teachers

The copies of the guidance and counselling teachers' questionnaire (See Appendix IV) were administered to eight teachers from the selected secondary schools. The questionnaire sought information on the following:-

- . Mode of offering guidance and counselling services;
- . Mode of punishment in the schools;
- . Items that were often damaged by students and
- . Students' attitude towards the parents and school administration.

The respondents were asked to fill and return the questionnaire after one week to either the principal researcher or research assistant.

Interview Schedule

To get the depth of some questions dealing with observation and opinions of the respondents, the researcher thought it would reveal a lot

more if an interview was scheduled to deal with this type of questionnaire. Some of the respondents who filled the questionnaire were randomly sampled to provide the required information.

This method enabled the researcher to clarify some information before writing the final report.

Observation Schedules

The researcher walked around the school compound accompanied by the respective headteachers to observe: first, the students' behaviour towards either their teachers or school administration. And second, the condition of school buildings, furniture, fence, flowers, brooms, slashers laboratory equipment, glass vanes and so on. These observations were done in two areas as shown below:-

(a) Classroom Observation

The researcher sat in the classrooms and observed the interaction between the Form Four students and their teachers during the teaching time. The objective was to find out whether or not students obeyed their teachers.

While in the classroom, the researcher observed whether or not the school furniture were damaged by students. This exercise of observing students took a period of five months.

(b) Outside Classroom Observation

Initially, the researcher observed Form Four only, but during the pilot study, it was realised that observing these students in isolation was rather difficult. Therefore, a general observation for the whole school was made. This was also a five month exercise. Any time students were out for games, schoolwork, at assemblies, in break, doing punishments, or in clubs, they were observed and their behaviour recorded accordingly.

It is important to point out at this juncture that a checklist was designed to deal with specific items or areas to be observed. This was done as the researcher sat at various focal points.

Collection of data from the official records

It was necessary to go to official records so as to get current information. Therefore, the records that were used were registration records, attendance lists, annual reports, category of schools and so on.

These records were obtained as follows:-

Ministry of Education

An official from the Provincial Education Office in Nairobi provided a list of all the secondary schools ~~into~~ the province. The list facilitated categorization of the schools into public and private secondary schools.

These records also enabled the researcher to classify the schools into day and boarding ones. It became also possible to classify schools according to sex. As a result of the provided list, the researcher was able to identify Boys' Day Secondary Schools, Girls Day Secondary, Boys' Boarding Secondary Schools, Girls Boarding Secondary Schools and Mixed Secondary Schools.

School Records

The school records that were used by the researcher were attendance lists, registration records, invoice lists, list of offences done by students, list of items damaged by students and list of the mode of punishment.

The above mentioned records enabled the researcher to identify the frequency of students' deviant behaviour and the items that were often targeted by students for damage.

The Variables for the Study

Certain variables were used in the study. Some of these were used as independent while others were dependent. This classification is as shown below:

Independent Variables

The following variables were used as independent variables: parents' frequency of offering guidance and counselling services, teachers' frequency of offering guidance and counselling services; headteachers' style of handling disobedient students.

Dependent Variables

The following forms of deviance were used in the study as dependent variables:-

- (a) Disobedience to teachers and school authority and
- (b) Incidents of damage to school property.

STATISTICAL METHODS USED IN DATA ANALYSIS

Two statistical methods used in the analysis in this study were:

Chi-square

The Chi-square (X^2) test is a non-parametric. It is useful especially at the time of searching for relationships in non-parametric data.

This technique was used in this study for the purpose of correlating variables that could be nominally measured. In this regard, the Chi-square technique was used to establish whether or not relationships between the identified variables existed.

Gamma

The formula for Gamma is
$$\frac{(P-Q)}{P+Q}$$

What it means is that the number of concordant pairs (P) minus the number of discordant pairs (Q) divided by the total number of united pairs (P+Q). Thus, Gamma could take a negative value if the discordant pairs predominate. A zero value comes in if concordant pairs and discordant pairs are equal. Therefore, identified signs show the nature of relationship between the variables.

CHAPTER FOUR

RESEARCH FINDINGS

Introduction

The main objective of this study was to identify the correlates of students' deviant behaviour in selected secondary schools in Nairobi. To achieve this task, the study focused on the relationships that could exist between the independent and dependent variables.

The incidences of deviant behaviour that were considered as dependent variables included:

- (a) Disobedience to school authority; and
- (b) Damage to school property

In the same vein, the following were taken as independent variables:

- (a) Teachers' frequency of offering guidance and counselling services to students;
- (b) Headteacher's styles of leadership and
- (c) Parents' frequency of offering guidance and counselling services to their children.

Information, perceptions or views regarding the above variables were generated through self-administered questionnaires, interviews and

observations which were administered to the students, headteachers, guidance and counselling teachers and parents.

Data obtained were analyzed using Chi-square and Gamma with regard to the stated hypotheses. For the case of chi-square, statistical value was compared with the appropriate table value to determine its significance. On the basis of that significance, each hypothesis was either accepted or rejected. In each case, the minimum significance of relationship was determined at 0.05 level.

The analyses were done under two main sections. These sections dealt with:

- (I) Disobedience to school authority ; and
- (ii) Damage to school property.

All together, 310 students, 73 parents, 8 headteachers and 8 guidance and counselling teachers from Nairobi secondary schools participated in the study as shown in Table 4:1.

Table 4.1 Number of sub-samples from each of the selected secondary schools.

Selected Secondary Schools	Students Number	Percent	Parents Number	Percent	Guidance counselling Teachers number	Percent	Headteachers Number	Percent
Kamiti mixed	37	11.9	10	13.3	1	12.5	1	12.5
Ruaraka mixed	39	12.6	6	8.2	1	12.5	1	12.5
St. Teresa's Girls	39	12.6	8	11.0	1	12.5	1	12.5
St. George's Girls	40	12.9	7	9.6	1	12.5	1	12.5
Upper Hill School	39	12.6	9	12.3	1	12.5	1	12.5
Ngara Girls	37	11.9	13	17.8	1	12.5	1	12.5
Pangani Girls	40	12.9	9	12.3	1	12.5	1	12.5
Jamhuri Boys	39	12.6	11	15.1	1	12.5	1	12.5
TOTAL	310	100	73	100	8	100	8	100

The analyses presented here puts more emphasis on the responses of the students as more representative of the findings while the views of the headteachers, parents and guidance and counselling teachers were treated as

complementary. This is so because students were assumed to be either deviants or interacted with the deviant ones. It is also important to note that when analyzing the correlates of students' deviance, all the cases with a record of Not Available (N/A) were excluded.

Section A

This section presents the analysis that pertains to incidents of students' disobedience to school authority. Such a relationship was explored through the hypothesis stated below:

H₁ There is a negative significant relationship between the teachers' and parents' frequency of offering guidance and counselling services to students and incidents of students' disobedience to school authority.

In order to elicit information on the main indicators of disobedience, the students, parents, headteachers, guidance and counselling teachers were asked to identify the most common types of disobedience in their respective schools.

The results appear in Table 4.2.

Table 4:2 Common types of disobedience as reported by students, guidance and counselling teachers and headteachers.

Response	Students'		Guidance and Counselling Teachers		Headteachers	
	Number	Percent	Number	Percent	Number	Percent
Truancy	178	57.4	3	37.5	3	37.5
lack of attention to teachers	44	14.2	2	25.0	1	12.5
Being late for class	76	24.5	2	25.0	2	25.0
Missed school preps	12	3.9	1	12.5	2	25.0
TOTAL	310	100	8	100	8	100

It is evident from the findings in Table 4:2 that all the three categories of respondents view truancy, as the most common type of disobedience in school (57% of the students, 38% of the guidance and counselling teachers and 38% of the headteachers).

Lateness was ranked second after truancy (25% of the students, 25% of the guidance and counselling teachers and 25% of the headteachers). Lack of attention to teachers and missing of school preps were identified as other two common types of disobedience. They were ranked 3rd and 4th by both the students and guidance and counselling teachers while it was 4th and 3rd

for the headteachers respectively. Therefore, the study views the three common types of disobedience to school authority as truancy, lateness for class and lack of attention to teachers.

In order to find out whether relationships exist or not, the three identified incidences of disobedience to school authority were tested against the frequency of offering guidance and counselling services to students. The following subsidiary hypotheses were formulated:

- H1:1 There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and students' frequency of exhibiting truant behaviour in school.
- H1:2 There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and students frequency of being inattentive to teachers in class.
- H1:3 There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and students' frequency of being late for classes.

The above hypotheses will be tested after a discussion on the provision of guidance and counselling services to students.

Guidance and Counselling Services

In order to fill the gap on the relationship between guidance and counselling services and incidents of disobedience, the respondents were asked whether or not the services exist. In response, 100% of them answered in the affirmative. To find out the frequency of such services to students, the respondents were asked to estimate its provision per week. The results are presented in Table 4.3.

Table 4.3 Frequency of providing guidance and counselling services to students per term as reported by different respondents.

Response	Students Response		Parents' Response		Guidance and counselling Responses		Headteachers' Responses	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Irregularly	174	56.1	19	26.1	3	37.5	4	50.0
Waits for crisis / Problems	102	32.9	43	58.9	3	37.5	2	25.0
Regularly	34	11.0	11	15.0	2	25	2	25.0
TOTAL	310	100	73	100.0	8	100.0	8	100.0

It is evident from the findings in Table 4.3 that the leading opinion among the respondents show that guidance and counselling services were not taken seriously both in schools and at home. This is so because the services were offered irregularly (56% of the students, 26% of the parents, 38% of

the guidance and counselling teachers, and 50% of the headteachers). It is important to note that whereas 25% of the headteachers and 25% of the guidance and counselling teachers view the services as regular, only 11% of the students and parents hold the same view.

To probe further on the application of guidance and counselling services, the respondents were asked to indicate the various approaches that were used in schools for counselling students. The results are presented in Table 4:4.

Table 4.4 Various approaches used in giving guidance and counselling services to students as reported by different respondents.

Responses	Students Response		Parents' Response		Guidance and counselling Responses		Headteachers' Responses	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
In parade counselling	186	60.0	38	37.5	4	37.5	4	50.0
In class counselling	97	31.3	19	37.5	2	37.5	2	25.0
Individual counselling	25	8.1	10	12.5	1	12.5	1	12.5
Any other	2	0.6	6	12.5	1	12.5	1	12.5
TOTAL	310	100	73	100.0	8	100.0	8	100.0

The data in Table 4:4 indicate a trend towards group counselling (91% of the students, 75% of the headteachers and 75% of the guidance and counselling teachers). With this kind of approach, teachers wrongly assume that students have similar problems all the time.

Further investigations revealed that the students were not free to consult their teachers. (85% of the students, 50% of the headteachers and 45% of the guidance and counselling teachers). As a result of these findings, the respondents were asked to cite reasons for the students' attitude. In response, a variety of reasons were cited as shown in Table 4:5.

Table 4.5 Reasons cited by respondents for students' ineffective consultation of guidance and counselling teachers.

Responses	Students Response		Parents' Response		Teachers' , Guidance and counselling Responses		Headteachers' Responses	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Lack of confidentiality among the students to approach teachers	168	54.2	36	49.3	4	37.5	4	50.0
Fear of G/C teachers who doubled as deputy headteachers	72	23.3	23	31.5	2	37.5	2	25.0
Guidance and Counselling teachers use foul language	46	14.8	9	12.4	0	12.5	1	0.0
students' fear of exposing their problems / weaknesses	24	7.7	5	6.8	2	12.5	1	25.0
TOTAL	310	100	73	100.0	8	100.0	8	100.0

It is evident from the above findings that a high percentage of respondents had indicated lack of confidentiality on the part of the guidance and counselling teachers (54% of the students, 50% of the headteachers, 49% of the parents, 63% of the guidance and counselling teachers), as the main reason for students' fear to consult. Therefore, lack of confidentiality is interpreted to mean a breach of mutual trust.

It is equally important to note that 23% of the students, 32% of the parents and, 25% of the headteachers had indicated that the students feared to approach the guidance and counselling teachers who doubled as deputy headteachers. Such teachers were viewed by students as mere extensions of school administration. However, about 15% of the students felt that counsellors were reprehensive and not approachable. The headteachers and guidance and counselling teachers did not concur on this. This is a clear indication that the school administrators never bothered to get a feedback on the manner the students were treated by the counselling teachers.

The fourth reason was the fear of exposing the students' problems to teachers. (8% of the students, 25% of the headteachers and 25% of the guidance and counselling teachers). An exposure was misconstrued by students to mean weakness in character. Hereafter, is a discussion of the inter-relationships between the variables in view of the subsidiary hypotheses outlined earlier.

Truancy

The first hypothesis states that: There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and students' frequency of exhibiting truant behaviour in school.

The data pertaining to this hypothesis was obtained from the students, parents, headteachers and guidance and counselling teachers. The results are presented in Table 4.6.

Table 4:6. Frequency of truant cases as reported by various respondents.

Responses	Students Response		Head Teachers' Response		Guidance and counselling Responses		Parents' Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
N/A (Not applicable)	139	44.8	0	0	0	0	5	6.8
Once	64	20.6	3	37.5	4	50.0	33	45.2
Twice	48	15.5	3	37.5	3	37.5	18	24.7
Three Times	25	8.1	2	25.0	1	12.5	11	15.1
Four Times	22	7.1	0	0	0	0.0	4	5.5
Five Times & Over	12	3.9	0	0	0	0.0	4	4.5
TOTAL	310	100	8	100.0	8	100.0	73	100.0

It is evident from the findings in Table 4:6 that a high proportion of students are truants. This was indicated by 65% of the students and 100% of the headteachers and teachers. However, neither the headmasters nor the guidance and counselling teachers noticed the truant cases appearing four times and above. In an interview, the respondents cited lax administration as the main contributor to truancy. Other reasons often cited were peer pressure and boring teachers.

The data pertaining to students' responses were used for determining the possible relationships. Therefore, the objective here was to test for a possible relationship between the frequency of offering guidance and counselling services to students (Table 4:3) and the students' frequency of truant cases per week. (Table 4:6).

The data in the above mentioned tables were subjected to a Gamma test of analysis. The results are presented in the following Table 4:7. However, it is important to note that this Table excludes the 139 respondents who were not truants.

Table 4.7 Relationship between the frequency of offering guidance and counselling services to students and incidents of truancy per week.

Frequency of truant cases per week	Frequency of offering guidance and counselling services to students			
	Irregular	Waits for a crisis	Regular	Row Total
Once	44	14	6	37.4
Twice	27	16	5	28.1
Three times & above	30	22	7	34.5
Column Total	101	52	18	171
Percent	59.1	30.4	10.5	100.01

Gamma = 0.22

The relationship between the teachers' frequency of offering guidance and counselling to students and frequency of truancy is positive and moderate. This is based on the Gamma value based on this analysis, the minor hypothesis which states that there is a negative significant relationship between the frequency of offering guidance and counselling services to students and the frequency of truant cases per week was rejected and replaced with such a relationship being positive and significant.

Students' lack of Attention to Teachers

The second subsidiary hypothesis being tested here states that:

H_{1:2} There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and students' frequency of being inattentive to teachers in class.

With regard to attention, the researcher confined the study to students' attentiveness in the classrooms and assemblies. Lack of attention was viewed as an indicator of disobedience to teachers.

In order to gather information, the respondents were asked to provide data on students' attentiveness in the above mentioned places. The results are presented in Table 4:8.

Table 4.8 Students' inattentiveness to teachers in the assembly and classrooms as reported by respondents.

Responses	Students Response		Guidance and counselling Response		Head Teachers' Response	
	Number	Percent	Number	Percent	Number	Percent
Always attentive	224	72.3	3	37.5	6	75.0
Not always attentive	86	27.7	5	62.5	2	25.0
TOTAL	310	100	8	100.0	8	100.0

It is evident from the findings in Table 4.8 that whereas 72% of the students and 75% of the headteachers concurred on the observation that students were always attentive, the guidance and counselling teachers contrasted by asserting that students were not always attentive. This is indicative of the possibility that the headteachers and the guidance and counselling teachers may not be working from a common framework in dealing with students' lack of attention to teachers.

To gather information, the students were asked to provide information on how lack of attention was exhibited. It became evident from the responses that attention manifested itself in form of noises during the teaching and assembly time. Such noises emanated from students who had a habit of throwing small objects to others.

During the assembly, some students used the opportunity to register their resentment to teachers. This was done either by throwing small objects or stepping on students who were attentive to teachers.

The respondents were asked to cite reasons for students being inattentive to teachers. The results appear in Table 4:9.

Table 4.9 Reasons cited for students' lack of attention to teachers as reported by different respondents.

Responses	Students Response		Guidance and counselling Response		Head Teachers' Response	
	Number	Percent	Number	Percent	Number	Percent
Teachers not being fully prepared to teach and make announcements in Assembly	178	57.4	3	37.5	5	62.5
School administration being relaxed in handling discipline cases	76	24.5	3	62.5	0	0.0
For fun	44	14.5	1		2	25.0
Peer influence	12	3.9	1		1	12.5
TOTAL	310	100	8	100.0	8	100.0

The two main reasons cited by respondents for students' lack of attention were: First, the teachers who were not fully prepared for their work. This observation was made by 57% of the students, 38% of the guidance and counselling teachers, and 63% of the headteachers.

Second, the administration was laxed. This was reflected by 25% of the students, and 38% of the guidance and counselling teachers. Surprisingly, the headteachers did not subscribe to this view. A few of the respondents had indicated fun and peer pressure as additional reasons for not according teachers attention.

Guidance and counselling teachers were interviewed on the measures of minimizing the above mentioned problems. In reply, they revealed how students were counselled on the importance of being attentive to teachers. In order to find out its effectiveness, the respondents were asked to provide the students' frequency of being inattentive to teachers. Subsequently, the variables in Tables 4:3 and 4:8 were subjected to a chi-square test for possible relationship. The results appear in Table 4:10.

Table 4.10 Relationship between frequency of offering guidance and counselling services to students by students' being inattentive to teachers in class.

Willingness to pay attention to teachers		Frequency of offering guidance and counselling services to students		
	Irregularly	Waits for a crisis	Regularly	Row Total
Yes	135	69	20	224 72.3%
No	39	33	14	86 27.7%
Column Total Percent	174 56.1	102 32.9	34 11.0	310 100

$$X^2 = 6.61 \text{ Df} = 4 \text{ P} < 0.05 \text{ (critical } X^2 = 5.59 \text{ at } P < 0.05)$$

The relationship based on the calculated X^2 value of 6.61 shows that there was a significant relationship between the teachers' frequency of offering guidance and counselling services to students and their lack of attention to teachers. Based on the results, the hypothesis which states that: There is no significant relationship between the teachers' frequency of offering guidance and counselling services to students and students' frequency of being inattentive to teachers was rejected and the alternative hypothesis was adopted. The alternative hypothesis is that there is a significant relationship between the frequency of offering guidance and counselling services to students and

students' inattentiveness to teachers. The findings imply that guidance and counselling services could influence students' attentiveness to teachers.

Students' Punctuality In Attending Classes

The third subsidiary hypothesis states that:

H_{1.3} There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and students' frequency of being late for classes.

To provide information on punctuality, the respondents were asked questions that related to class attendance. The objective was to find out whether or not students went to class on time. This question was prompted by researcher's observation that certain students failed to attend classes on time. The results pertaining to students' adherence to time in attending classes are presented in Table 4:11.

Table 4.11 Students' punctuality in attending classes as reported by different respondents.

Responses	Students Response		Guidance and counselling Response		Head Teachers Response		Parents' Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Students attend classes on time	160	51.6	4	50.0	6	75.0	62	84.91
Students attend classes late	150	48.4	4	50.0	2	25.0	11	15.1
TOTAL	310	100	8	100.0	8	100	75	100.0

It is evident from the findings in Table 4:11 that the problem of punctuality in class attendance was perceived almost at the same level of awareness by the students (49%) and the guidance and counselling teachers (50%). However, the headteachers' and parents' awareness of the cited problem was far below, 25% of the headteachers and 15% of the parents. This is an indication that they were not in touch with the reality. The next step was to find out the reasons for students being late for classes. The results are presented in Table 4:12.

Table 4.12 Reasons cited for lack of class punctuality as reported by various respondents.

Responses	Students Response		Parents' Response		Guidance and counselling Response		Head Teachers Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Lack of transport	100	32.3	51	69.9	3	37.5	3	37.5
Attention to a call of nature	98	31.6	0	0.0	3	37.5	4	50.0
Looking for missing items either at home or in dometry	57	18.4	4	5.5	1	12.5	1	12.5
Administration not being strict in enforcing bells	55	17.7	18	24.6	1	12.5	0	0
TOTAL	310	100	73	100.0	8	100	8	100.0

It emerges from Table 4:12 that two main causes for lack of class punctuality. First, lack of transport as it was indicated by 32% of the students; 70% of the parents, 38% of the guidance and counselling teachers and 38% of the headteachers. Second, attending to calls of nature as reflected by 32% of the students, 38% of the guidance and counselling and 50% of the headteachers. Surprisingly, the parents did not consider that item as a problem. Third, the lesser mentioned reason for the above problems was looking for missing items (18% of the students, 6% of the parents, 13% of the guidance and counselling teachers and 13% of the headteachers.)

Fourth, administration being lax in enforcing school rules and regulations. This was reflected by 18% of the students, 18% of the parents and 13% of the guidance and counselling teachers. Surprisingly, the headteachers did not consider themselves as inept.

In order to find out the students' frequency of attending classes late, the respondents were asked to provide the information of frequency of lateness. The results are presented in Table 4:13.

Table 4.13 Students' frequency of attending classes late as reported by different respondents.

Responses	Students' Response		Guidance and counselling teachers' Response		Headteachers' Response	
	Number	Percent	Number	Percent	Number	Percent
N/A	150	48.4	5	62.5	4	50.0
Once	98	31.6	2	25.0	3	37.5
Twice	48	15.5	1	12.5	1	12.5
Three times and above	14	4.5	0	0	0	0.0
TOTAL	310	100	8	100.0	8	100.0

The main observation about the reported frequency of attending classes late is that most of the students had been late once (32% of the students, 25%

of the guidance and counselling teachers and 38% of the headteachers). Only a few of the respondents had reported lateness ranging from twice and over (30% of the students, 13% of the guidance and counselling teachers and 13% of the headteachers). However, it is important to note that the guidance and counselling teachers were aware of a higher proportion of students who never went to school late (63%) as compared to headteachers (50%) and students (49%).

The guidance and counselling teachers were asked if guidance and counselling services were made available to students who attended classes late. All of them answered in the affirmative. The next step was to test for a possible relationship between the frequency of offering guidance and counselling services and the students' frequency in attending classes late. As a result, the variables were subjected to a Gamma test. The results are presented in Table 4:14.

Table 4.14 The frequency of offering guidance and counselling services by students' frequency in attending classes late each week.

Students' frequency of attending classes late per week	Frequency of offering guidance and counselling services			
	Irregularly	Waits for a problem / crisis	Regularly	Row Total
Once	56	30	12	98 61.3%
Twice	26	13	9	48 30%
Three times and above	7	7	0	14 13.1%
Column Total	89 55.6%	50 31.3%	21 13.1%	160 100.0%

Gamma = 0.08

The Gamma value indicates a lack of relationship between the teachers' frequency of offering guidance and counselling services to students and their frequency of being late for classes. Based on this analysis, the hypothesis which states that: There is a negative significant relationship between the teachers' frequency of being late for classes per week was rejected and replaced by lack of any relationship between the two variables.

Headteachers' style of leadership and incidents of disobedience to school authority.

The objective here was to find out whether relationships exist or not between the headteachers' reactions towards disobedient students and students' frequency of being disobedient. Therefore, the hypothesis being tested states that:

HO_{2.0} There is no significant relationship between the headteachers style of handling disobedient students and students' frequency of being disobedient.

Data which assisted in the analysis were obtained from the students, headteachers and guidance and counselling teachers.

Headteachers' reactions towards disobedient students

The students, school administrators and guidance and counselling teachers were asked to indicate the reaction of school administrators in dealing with disobedient students. The results are presented in Table 4:15.

Table 4.15 Headteachers' reactions towards disrespectful students as reported by various respondents.

Responses	Students Response		Parents' Response		Guidance and counselling teachers' Response		Headteachers' Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Punishment	168	54.2	35	47.9	4	50.0	3	37.5
Reprimand	72	23.2	20	27.5	2	25.0	2	25.0
Expulsion	46	14.8	12	16.4	1	12.5	2	25.0
Investigation of the problem	24	7.7	6	8.2	1	12.5	1	12.5
TOTAL	310	100	73	100.0	8	100	8	100.0

The data above indicates that the school administrators prefer to apply high handedness in dealing with matters of disobedience. All the respondents tended to show how punishment was prevalent (Students 54.2%, Guidance and Counselling 50 % and Headteachers 37.5 %). A disadvantage of taking action without investigation is that some cases could be deeply rooted. Consequently, students who are subjected to unfair treatment by their school administrators could develop a hatred attitude towards them.

It is evident from the findings in Table 4:15 that the most frequently observed reaction of the headteacher to disobedient students was punitive (92% of the students, 92% of the parents, 88% of the guidance and counselling teachers and 88% of the headteachers). This punitive reaction consisted of punishment, reprimand and expulsion.

Only a small percentage of the respondents had observed the use of investigation (8% of the students, 8% of the parents, 13% of the guidance and counselling teachers and 13% of the headteachers). These reactions are contrary to the conventional method of counselling which calls for investigation, establishment of facts and context in transformation of attitudes. As a result of these findings, the respondents were requested to indicate the students' frequency of being disobedient to school authority. The results are presented in Table 4:16.

Table 4.16 Frequency of students being disobedient as reported by different respondents.

Responses	Students Response		Guidance and counselling Response		Headteachers' Response	
	Number	Percent	Number	Percent	Number	Percent
None	0	0.0	3	37.5	4	50.0
Between 1-5 cases	174	56.1	3	37.5	2	25.0
Between 6-10 cases	102	32.9	2	25.0	2	25.0
11 cases and above	34	11.0	0	0	0	0.0
TOTAL	310	100	8	100.0	8	100.0

It is evident from the findings in Table 4:16 that there was a disparity in the levels of awareness about the students' frequency of disobedience in schools, whereas 100% of the students cited cases of reported disobedience, only 50% of the headteachers and 62% of the guidance and counselling

teachers had indicated awareness of such cases. This could be interpreted to mean that the headteachers and guidance and counselling teachers were not aware of all the disobedience cases.

The students were further asked to cite reasons for exhibiting disobedient behaviour.

The results indicate that the highest percentage of students disobedience resulted from lax administration (70% of the students, 60% of the guidance and counselling teachers and 10% of the headteachers). Therefore, it can be said that the headteachers' style of administration plays a key role in determining the students' frequency of disobedience to school authority.

Another reason that was cited by respondents was the unpopular decision by the headteachers (30% of the students, 50% of the guidance and counselling teachers and 10% of the headteachers.) Surprisingly, the headteachers considered the uncommitted teachers as the main reason for disobedience (80%).

In order to find out whether or not relationship exists between the headteachers' style of handling disobedient students and incidents of disobedience by students in schools, a chi-square test was used. The results are presented in Table 4:17.

Table 4.17 Headteachers' style of handling disobedient students by incidents of disobedience by students in schools.

Students' frequency of disobedience	Headteachers' methods handling of diobedient cases				
	Punishment	Reprimand	Expel	Investigate	Row Total
Between 1-5 cases	100	34	21	19	174 56.1%
Between 6-10 cases	53	26	18	5	102 32.9%
11 cases and above	15	12	7	0	34 11.0%
Column Total	168 54.2%	72 23.2%	46 14.8%	24 7.7%	310 100.0%

$$X^2 = 12.61, Df = 6, P < 0.05 \text{ (Critical } X^2 = 12.59 \text{ at } P < 0.05 \text{)}$$

The calculated X^2 value based on the relationship between the headteachers' handling of disobedient cases and the frequency of students' disobedience per week was 12.61. The critical X^2 value was 1.59. Therefore, the obtained X^2 value is significant at 0.05 level of significance. Based on the analysis, the null hypothesis which states that: There is no significant relationship between the headteachers' handling of disobedient students and the students' frequency of being disobedient per week was rejected. Therefore, the alternative which states that: There is a significant relationship between the headteachers' style of handling disobedient students and students' frequency of being disobedient to school authority per week was

adopted. The findings show that headteachers' handling of disobedient students could influence the attitude of students towards the school authority.

HO_{2.2} There is no significant relationship between the headteachers' style of handling disobedient students and students' frequency of exhibiting truant behaviour.

The objective was to analyze whether or not relationships exist between the students' frequency of exhibiting truant behaviour (Table 4.6) and headteachers' style of handling disobedient students (Table 4.15). In order to do that, the variables in the above mentioned tables were cross tabulated and the results appear in Table 4.18

Table 4.18 Headteachers' style of handling disobedient students by students' frequency of exhibiting truant behaviour.

Students' frequency of exhibiting truant behaviour	Headteachers' methods handling of diobedient cases				
	Punishment	Suspension	Expulsion	Investigation	Row Total
Once	37	16	8	3	64 37.4%
Twice	24	12	7	5	48 28.0%
three times and above	36	13	3	7	59 34.5%
Column Total	97 56.7%	41 24.0%	18 10.5%	15 8.8%	171 100.0%

$X^2 = 5.38$, Df = 6, Not Significant (Critical $X^2 = 2.59$ at $P < 0.05$)

These findings show a lack of relationship between the identified variables. Therefore, the hypothesis which states that: There is no significant relationship between the headteachers' style of handling disobedient students and students' frequency of exhibiting truant behaviour was accepted.

HO_{2.3} There is no significant relationship between the headteachers' style of handling disobedient students and students' frequency of being inattentive to teachers in class.

In order to analyze the relationship, the identified variables in Tables 4.8 and 4.15 were cross tabulated. The results appear in Table 4.19

Table 4.19 Headteachers' style of handling disobedient students by students' frequency of being inattentive to teachers in class.

Students' frequency of being inattentive to teachers	Headteachers' methods handling of diobedient cases				
	Punishment	Suspension	Expulsion	Investigation	Row Total
Between 1-2 times	115	55	34	20	224 72.3%
three times and above	53	17	12	4	86 27.7%
Column Total	168 54.2%	72 23.2%	46 14.8%	24 7.7%	310 100.0%

$X^2 = 3.35$, Df = 3, Not Significant (Critical $X^2 = 7.81$ at $P < 0.05$)

The results of the analysis indicate a lack of a relationship between the identified variables. Therefore, the hypothesis which states that: There is no significant relationship between the headteachers' style of handling disobedient students and students' frequency of being inattentive to teachers in class was accepted.

Parental Guidance and Counselling Services

This part investigates the kind of relationships that could exist between parents' frequency of offering guidance and counselling services to their children

who were in secondary schools and incidents of students' disobedience to school authority.

In order to examine the above mentioned relationships, one hypothesis was advanced as shown below:-

H_{3.0} There is a negative significant relationship between the parents' offering guidance and counselling services to their children and incidents of students' disobedience to school authority.

As already mentioned (Table 4:2), disobedience to school authority was conceptualized into three components, namely:

a) Students' frequency of exhibiting truant behaviour

- b) Students' frequency of being inattentive to teachers.
- c) Students' frequency of being late for classes.

In order to address each of the above components of disobedience, hypotheses were formulated and examined under the following sub-headings:

Relationship Between the Parents Frequency of Offering Guidance and Counselling Services to their Children and Incidents of Students' Disobedience to School Authority.

To investigate whether or not relationships exist, the main hypothesis ($H_{3.0}$) was sub-divided into the following three subsidiary hypotheses:

$H_{3:1}$ There is a negative significant relationship between parents' frequency of offering guidance and counselling services to their secondary school children and the frequency of these children exhibiting truant behaviour in school.

$H_{3:2}$ There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and the frequency of these children being inattentive to teachers in class.

H_{3:3} There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children being late for classes.

To elicit information on parents' frequency of offering guidance and counselling services to their children, the respondents were asked whether or not the services were offered by the parents. In response, all of them answered in the affirmative. As a result they (respondents) were further requested to give the parents' frequency of offering the above mentioned services to their children in secondary schools. The responses appear in Table 4:20.

Table 4.20 Parents' frequency of offering guidance and counselling services to their children as reported by respondents

Responses	Students' Response		Parents' Response	
	Number	Percent	Number	Percent
Regularly	38	12.3	11	15.0
Irregularly	132	42.6	19	26.1
At crisis / problem time	140	45.2	43	58.9
TOTAL	310	100	73	100.0

It becomes clear from Table 4:20 that a high proportion 85% of parents had indicated that the guidance and counselling services were offered irregularly or at the time of crisis. It is interesting to note that a small proportion of the students (12%) had indicated that the services were offered regularly. This could be interpreted to mean that the parents never took the issue of guiding and counselling their children very seriously.

The respondents were further asked to cite reasons why parents were not able to offer regular services to their children. In response, a contrasting opinion from the students and parents was obtained. As a result, 71% of the students blamed the parents for being ignorant on the importance and right methods of guidance and counselling; while 69% of the parents blamed the children for being rebellious. As a consequence the children would not listen to the parents' advice. The respondents were also asked to cite the methods used by parents while guiding and counselling their children. The results appear in table 4:21.

Table 4:21 Parents methods of offering guidance and counselling services to their children as reported to various respondents.

Responses	Students' Response		Parents' Response	
	Number	Percent	Number	Percent
Warning	233	72.5	35	47.9
Punishing	251	16.5	26	35.6
Advising	26	8.4	12	16.5
TOTAL	310	100	73	100.0

It is evident from Table 4:21 that the most popular method was warning (73% of the students and 48% of the parents), followed by punishment (17% of the students and 36% of the parents). Advising their children takes the least proportion (8% of the students and 17% of the parents). This shows a shift from conventional principles of guidance and counselling which emphasize on advice more than warning and punishment strategies.

Frequency of guidance and Counselling Services

The hypothesis tested here stated that:

$H_{3:1}$ There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their

secondary school children and frequency of these children exhibiting truant behaviour in school.

To establish whether relationships exist or not between the student's frequency of exhibiting truant behaviour (Table 4:6) and parents' frequency of offering guidance and counselling services (Table 4:20), a cross tabulation was carried out. The results are presented in table 4:22.

Table 4:22 Parents' frequency of offering guidance and counselling services to their children by frequency of these children exhibiting truant behaviour.

Students' Frequency of exhibiting truant behaviour	Parents' frequency of offering guidance and counselling services to students			Row Total
	Regularly	Irregularly	At crisis / Problem time	
Once	20	33	11	64 37.4%
Twice	20	23	5	48 28.0%
Three times & above	22	30	7	59 34.5%
Column Total	62 36.3%	86 50.3%	23 13.5%	171 100.0%

Gamma = 0.10

The results based on the Gamma value indicate a weak positive relationship between parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children exhibiting truant behaviour in school. Based on this analysis, the subsidiary hypothesis which states that: There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children exhibiting truant behaviour in school was rejected.

This could be due to earlier observation that guidance and counselling takes the form of punishment and warning. Therefore, this could deny students the necessary advice for behavioural transformation.

Frequency of Inattentiveness to Teachers

In order to establish the above, the following hypothesis was tested.

H_{3.2} There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children being inattentive to teachers.

In order to examine the above hypothesis, the parents' frequency of offering guidance and counselling services to their secondary school children (Table 4.20) and students frequency of being inattentive to teachers (Table 4.8) were cross tabulated. The results are presented in Table 4:23.

Table 4.23 Parents' frequency of offering guidance and counselling services to their secondary school children by students' frequency of being inattentive to teachers in class

Parents' Frequency of offering guidance and counselling services	Students' frequency of being inattentive to teachers in class per week		
	Between 1-3 times	4 times and above	Row Total
Regularly	26	12	38 12.3%
Irregularly	98	34	132 42.6%
At crisis / Problem time	100	40	140 45.2%
Column Total	224 72.3%	86 27.7%	310 100.0%

Gamma = - 0.08

The findings based on the Gamma value indicate a lack of relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children being

inattentive to teachers in class. Therefore, the hypothesis which states that: There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children being inattentive to teachers was rejected. Consequently, it was replaced with a lack of no significant relationship between the stated variables.

Frequency of Being Late for Class

The objective here was to find out whether or not relationship exists between the parents' frequency of offering guidance and counselling services to their children and the frequency of these children being late for class. As a result, the following hypothesis was formulated.

H_{3:3} There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children being late for class.

This hypothesis was tested by cross tabulating the variables in Tables 4:20 and 4:13. The results are presented in table 4:24.

Table 4:24 Parents' frequency of offering guidance and counselling services to their children and students' frequency of not being late for class per week.

Parents' Frequency of offering guidance and counselling services	Students' frequency of being late for class per week		
	Between 1-3 times	4 times and above	Row Total
Regularly	15	23	38 12.3%
Irregularly	70	62	132 42.6%
At crisis / Problem time	75	65	140 45.2%
Column Total	160 51.6%	150 48.4%	310 100.0%

$$\text{Gamma} = - 0.09$$

The results indicate a lack of relationship between the above stated variables. This observation was based on the Gamma value. Therefore, the hypothesis which states that: There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of these children being late for class was rejected. Consequently, the hypothesis which indicates a lack of relationship was accepted.

SECTION B

Damage to School Property by Students

Research questionnaire was intended to elicit information on:

- i) School property that were often damaged by students.
- ii) Frequency of Damage to school property by students.
- iii) Reasons cited for continued damage of school property.
- iv) The role of the teachers and parents in minimizing the above named incidents.

The objective here, was to identify whether or not relationships exist between the above identified variables. As a result, the following subsidiary hypotheses were formulated.

- H₀_{4.0} There is no significant relationship between the headteachers style of handling disobedient students and frequency of damage to school property by students.
- H_{5.1} There is a negative significant relationship between the teachers' frequency of offering guidance and counselling services to students and frequency of damage to school property by students.
- H_{5.2} There is no significant relationship between the headteachers' style of handling disobedient students and frequency of damage of school property by students.
- H_{5.3} There is no significant relationship between the students' involvement by headteachers in matters of school discipline and frequency of damage to school property by students.

H_{6.1} There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of damage to school property by students.

With regard to damage to school property, the respondents were asked to cite items that were often damaged by students. The results are presented in table 4:25

Table 4.25 Items that were often damaged by students as reported by different respondents.

Responses	Students Response		Parents' Response		Guidance and counselling teachers		Headteachers	
	Number	Percent	Number	Percent	number	Percent	Number	Percent
Preferred items for damage								
School brooms, rugs and slashers	139	44.8	45	61.6	3	37.5	2	25.0
School fence	64	20.6	14	19.2	2	25.0	2	25.0
Labarotary equipments	48	15.5	9	12.3	1	12.5	1	12.5
Window glasses	25	8.1	3	4.1	1	12.5	1	12.5
School furniture	22	7.1	1	1.4	1	12.5	1	12.5
School flowers	12	3.9	1	1.4	0	0.0	1	12.5
TOTAL	310	100.0	73	100.0	8	100.0	8	100.0

Among the items that were often targeted by students for damage as shown in Table 4:18 were school brooms, rugs, school fence and laboratory equipments.

When interviewed, the students indicated that they often destroyed school property which was symbolic of punishment; gave them access to escape routes and those that enabled them to revolt indirectly against school authority. Other times, school property was either accidentally damaged or damaged for fun.

The respondents were further asked to estimate the number of school property that were damaged by students in a term. The results are presented in table 4:26

Table 4.26 Students' frequency of damaging school property in a term as reported by various respondents.

Responses about number of items damaged	Students Response		Guidance and counselling teachers' Response		Headteachers' Response	
	Number	Percent	Number	Percent	Number	Percent
Between 1-5 items	156	50.3	5	62.5	6	75.0
Between 6-10 items	117	37.7	2	25.0	1	12.5
11 items and above	37	11.9	1	12.5	1	12.5
TOTAL	310	100.0	8	100.0	8	100.0

The findings in the above table indicate that the highest percentage of damaged items ranged from 1 to 5 in a term.

The next hypothesis considered was:

H_{5.1} There is a negative relationship between the teachers' frequency of offering guidance and counselling services to students and frequency of damage to school property by students.

In other words, the more the counselling and guidance the fewer will be instances of damage to school property. The frequency of offering guidance and counselling services to students as shown in table 4:3 were tested against the students' frequency of damaging school property (see table 4:26). The results are presented in table 4:27

Table 4:27 Teachers' frequency of offering guidance and counselling services to students by the number of items damaged.

Students' frequency of damaging school property	Teachers' frequency of offering guidance and counselling services to students			
	Irregularly	Waits for a crisis / problem	Regularly	Row Total
Between 1- 5 items in a term	89	49	18	156 50.3%
Between 6 -10 items per term	66	43	8	117 37.7%
11 items and above	19	10	8	37 11.9%
Column Total	174 56.1%	102 32.9%	34 11.1%	310 100.0%

Gamma = 0.05.

The relationship between the teachers' frequency of offering guidance and counselling services and students' frequency of damaging school property in a term was not significant. This was based on the calculated Gamma value.

Therefore the results could be interpreted to mean a lack of relationship between the teachers' frequency of offering guidance and counselling services to students and frequency of damage to school property by students. Based on this analysis, the hypothesis which states that there is a negative significant relationship between the teachers' frequency of offering guidance and counselling services and students' frequency of damaging school property in a term was rejected. Therefore, it seems that the guidance and counselling services had no impact on either reducing or enhancing incidences of damage of school property by students.

Headteachers style of handling disobedient students

The decision to investigate headteachers' style of handling disobedient students was based on the general feeling that the manner of handling students could either intensify or minimize damage to school property. The objective was to find out whether or not headteachers' style of handling disobedient students could have an impact on incidents of damage to school property by students.

The next step was to test for a possible relationship between the headteachers' style of handling disobedient students (table 4:15) and students' frequency of damaging school property (table 4:26). Consequently, the variables in the two mentioned tables were subjected to a chi-square analysis. The results are presented in table 4:28

Table 4.28 Headteachers' style of handling disobedient students by students' frequency to damage school property.

Students' frequency of damaging school property	Headteachers' style of handling disobedient students				
	Punishment	Suspension	Expulsion	Investigation	Row Total
Between 1- 5 items per term	84	37	24	11	156 50.3%
Between 6 -10 items per term	64	26	14	13	117 37.7%
11 items and above	20	9	8	0	37 11.9%
Column Total	168 54.2%	72 23.2%	46 14.8%	24 7.7%	310 100.0%

$X^2 = 6.60$, $Df = 6$, Not Significant (Critical $X^2 = 12.59$ at $P < 0.05$)

The relationship based on the calculated x^2 value shows that there is no significant relationship between the headteachers' style of handling disobedient students and students' frequency to damage school property. Based on this findings, the subsidiary hypothesis which stated that: There is no significant relationship between the headteachers' style of handling disobedient students and frequency of damage to school property by students was accepted.

The next hypothesis states that;

HO_{5.3} There is no significant relationship between the students' involvement by headteachers in matters of school discipline and frequency of damage to school property by students.

In this part, the respondents were asked whether or not students were involved by school administrators in matters of discipline. The results appear in Table 4.29.

Table 4.29 Students' involvement in matters of discipline by school administrators as reported by students, guidance and counselling teachers and headteachers.

Responses	Students' Response		Guidance and counselling teachers' Response		Headteachers' Response	
	Number	Percent	Number	Percent	Number	Percent
Never involved	37	11.9	2	25.0	1	12.5
Involved rarely	76	25.2	0	0.0	0	0.0
Involved at crisis / problem time	154	49.7	2	25.0	1	12.5
Involved always	41	13.2	4	50.0	6	75.0
TOTAL	310	100.0	8	100.0	8	100.0

It is evident from the findings in Table 4:23 that the guidance and counselling teachers (50 %) and headteachers (75%) claim that students were

involved by school administrators in matters of discipline. In contrast, 75% of the students say that they were involved either rarely or at the crisis time.

The respondents were further asked to cite reasons for non involvement of the students in matters of discipline. The reasons are presented in Table 4:30.

Table 4.30 Reasons often cited for not involving students in matters of discipline as reported by various respondents.

Reasons cited by respondents	Students' Response		Guidance and counselling teachers' Response		Headteachers' Response	
	Number	Percent	Number	Percent	Number	Percent
Discipline as a domain of headteachers	127	40.9	3	37.5	5	62.5
Students being immature	105	33.9	3	37.5	2	25.0
Students are there to be led	178	25.2	2	25.0	1	12.5
TOTAL	310	100.0	8	100.0	8	100.0

It becomes evident from the above table that a high percentage of the respondents considered school discipline as the sole responsibility of the school administrators (63% of the headteachers, 41% of the students and 38% of the guidance and counselling teachers). That was probably why students

were perceived by the respondents to be immature and emotional (25% or 19% of the headteachers, 34% of the students and 38% of the guidance and counselling teachers). Such a negative perception could adversely affect the students' commitment in maintaining school rules and regulations.

The variables in tables 4:26 and 4:29 were cross tabulated and the results are presented in table 4:31.

Table 4.31. Students' involvement in matters of discipline by students frequency of damaging school property.

Students' involvement in matters of discipline	Students' frequency of damaging school property			
	Between 1-5 items	between 6-10 items	11 items and above	Row Total
Never involved	10	21	6	37 24.2%
Involved rarely	16	21	1	38 24.8%
Involved at crisis / problem time	30	28	17	75 49.0%
Involved always	0	1	2	3 1.0%
Column Total	56 36.6%	71 46.4%	26 17.0%	153 100.0%

$$x^2 = 15.92, Df = 6, P < 0.05 \quad (\text{critical } x^2 = 12.59 \text{ at } P < 0.05)$$

The relationship between the students' involvement by school administrators in matters of discipline and frequency of damaging school property was significant. This was based on the calculated X^2 value. Based on the analysis, the hypothesis which states that: There is no significant relationship between the students' involvement by headteachers in matters of school discipline and frequency of damaging school property was rejected and the alternative adopted. The alternative hypothesis states that: There is a significant relationship between the students' involvement by headteachers in matters of school discipline and frequency of damage to school property by students. Therefore, it appears likely that involvement of students in matters of school discipline could make it possible to control the frequency of damage to school property.

Frequency of Damage to School Property

The objective here was to find out whether or not relationships exist between the above mentioned variables. This desire led to the formulation of the hypothesis which states that: There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of damage to school property by students.

To test the hypothesis, the parents' frequency of offering guidance and counselling services to their secondary school children (Table 4.20) and of

students. This observation was based on the calculated Gamma value. The results show that there is a negative significant relationship between the two variables. Based on this analysis, the hypothesis which states that: There is a negative significant relationship between the parents' frequency of offering guidance and counselling services to their secondary school children and frequency of damage to school property by students was accepted. The results could be interpreted to mean that the parents guided and counselled their children on matters related to property destruction.

Summary of Chapter Four

Chapter four was concerned with data analysis, presentation of findings and interpretation. It is divided into two parts. In the first part, the basic data are descriptively analysed and presented in Tables. In part two, the data are statistically analysed in relation to the hypotheses formulated for this study. Two statistical techniques are used in this analysis, namely, chi-square and Gamma.

123

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter gives a synopsis of the findings of study and, in addition, a number of recommendations and conclusions are made. The chapter also makes suggestions, based on research findings.

Summary and Conclusions

The main objective of this study was to test and analyse the possible relationships between selected factors (independent variables) and students' deviant behaviour (dependent variables). Accordingly, the findings summarized here focused on those results that were statistically significant.

The first hypothesis to be statistically significant states that: There is a significant relationship between the teachers' frequency of offering guidance and counselling services to students and students being inattentive to teachers in class. The test findings concur with Evan's (1969). Such results show the importance of guidance and counselling in sensitizing the students on the importance of being attentive in class. Therefore, it could be asserted that the quality of guidance and counselling services provided, assisted students to inculcate respect for teachers.

The second significant hypothesis states that: There is a relationship between the headteachers' style of handling disobedient students and students frequency of being disobedient to school authority. The test results for this hypothesis, strengthen the findings of Gibbon (1976). Therefore, it can be concluded that the headteachers' administrative styles could influence students' obedience to school authority. These findings suggest that there is a need for the Ministry of Education to equip the headteachers with the necessary administrative skills.

The next hypothesis to be statistically significant states that: There is a negative significant relationship between the students' involvement by headteachers, in matters of school discipline and frequency of damage to school property by students. These findings concur with Gichungi's (1992). Based on these results, the school administrators should change their approach of not involving

that because of financial implications, the parents were able to guide and counsel their children on matters of property destruction.

Conclusion

Children who have grown up surrounded by violence see this as a permanent way of life. Alone, frightened, bored and frustrated, they will often finally choose to deviate.

This is a frightening situation because children internalizes violence as a normal way of life. By implication, school and the family are losing their grip as agents of socialization. Therefore, it is necessary for the people who are entrusted with the duty of molding the character of the young ones to be effective in their work.

Recommendations

In the light of the findings of this study, there is need to point out some recommendations which may work towards the minimization of incidents of deviant behaviour in Kenyan schools. These recommendations are listed below.

Regularization of guidance and counselling services

First, The frequency of offering guidance and counselling services should be increased. The findings have shown that most of the parents and guidance and counselling teachers offered guidance services to students either irregularly or at crisis time. This approach is retrogressive since it does not give teachers and parents time to detect problems early enough. Therefore, there is need for the above mentioned groups to increase the frequency and the quality of the offered services.

It was found that the parents and teachers overrelied on punishment and warning during their guidance and counselling sessions. This approach was also found to be retrogressive since students were not given an opportunity to air their views. Therefore, the teachers and parents should change their approaches while offering guidance and counselling services.

Mutual Trust

Parents should not view their children as rebellious, who, on the other hand, should change their attitude towards their parents. This new approach would erase the suspicion and hence create a conducive atmosphere for effective guidance and counselling sessions.

Collaborative^{on} between parents and teachers

There is need for effective collaboration among the teachers and parents on one hand and students on the other. This would enable the parents and teachers to address the issue of deviance from a common perspective.

Dialogue

It became evident from the findings that the headteachers and parents did not provide a conducive environment for dialogue. Instead, they preferred to employ punitive methods on deviant students. Therefore, they (school administrators and parents) should provide an opportunity for dialogue.

Recommendation for Further Research

This study entailed a general survey of a small number of provincial secondary schools in Nairobi. As such, the findings of this study may not be generalized to other areas. If this study is to have a wider meaning, the following recommendations could be useful in pointing out other areas for further research.

First, a larger study sample to cater for all the categories of seconadry schools in Kenya is required. This would identify the schools that are badly hit by the problem of deviance.

Second, a case study of a school with high frequent cases of deviance should be attempted and third, a further study is required to investigate the influence of the following on deviant behaviour: instability in the family; family size; peer pressure; parental education and occupation. This would reveal their effects on students' deviant behaviour

Fourth, further research is required to establish whether or not relationships exist between the academic performance of students and students' deviant behaviour. Such a study would reveal various methods of minimizing deviance.

Lastly, there is need to find out whether or not students' religious affiliation contribute to deviant behaviour. This would enable the policy makers, school administrators and parents to identify the right religious affiliations.

B I B L I O G R A P H Y

Abagi, J.D. (1985). "Contribution of Primary Schooling to The Learning of Social Norms: Mutual Social Responsibilities and Obedience in Kenya: A Case Study of Maranda Primary School". MA (Ed); University of Nairobi.

Abeti, S.L. (1983). "The Relationship Between Social Environment in the Home and Achievement in Science - Uganda". P.G.A.G.S.C., University of Nairobi.

Afriyie, P.K. (1980). "Administrative Process and Decision - Making for Development Through Organisations in a Developing Country". ED.D, Ohio University.

Akimboye, J.O. (1982). Child Guidance and Counselling. Ibadan: Claveria Mum Press.

Akinseloyin, T.D. (1981). "A Study of Students' Roots in Secondary Schools in Ondo State of Nigeria". P.G.D.C.D., University of Nairobi.

- Albashir, M.M. (1979). "A study to Determine the Relationships Between a Set of Selected Factors and the Academic Achievement in Sudan". Ph.D., Wayne. State University.
- Alvarez, E.C. (1989). "Drug Use and Abuse: A lesson on Awareness". In Brand, K.R. and Williams, D.C. Toughest Problems Parents Face and How to Handle them. Wheaton: Tyndale House Publishing Inc.
- Amref (1994). A Report on Female Adolescent Health and Sexuality in Kenyan Secondary Schools. Nairobi.
- Anderson, J.W. (1972). "School Strikes in Uganda". In East Africa Journal Vol. 9, No.6
- Ary, D *et al.* (1972). Introduction to Research in Education. New York: Holt, Rinehart and Winston inc.
- Asare, E.M. (1966). "Corporal Punishment at School". In Ghana Teachers' Journal, Vol. 50, No. 7.
- Eshiwani, G.S. (1983). "Factors Influencing Performance Among Primary and Secondary School Pupils in Western Province of Kenya: A Policy Study". Kenyatta University; Bureau of Educational Research.

- (1987). "Failure and Drop-outs in Secondary Schools in Kenya and Zambia: A study of Internal and External Causes".
Kenyatta University: Bureau of Educational Research.
- Awuondo, C.O. (1993). Introduction to Sociology. Nairobi: Basic Books (Kenya) Limited.
- Bar Clay, W. (1971). Ethics in a Permissive Society. London: Collins Foundation.
- Bennaars, G.A. (1993). Ethics, Education and Development. Nairobi: EAEP.
- Betz, E.A. (1956). "Changing Methods of Social Control: A study of Transitions in Techniques of Dealing with Youthful Deviancy in Selected Areas of West Africa". Ph.D. Michigan University.
- Bradburn, N.M and Seymour, 's (1981). Improving Interview Method and Questionnaire Design. London: Josy Bass.
- Bray, M. et al. (1986). Education and Society in Africa. London: Edward. Arnold.

Burt, C.S. (1925). The Young Delinquent Aylesburb: Hzel Watson and Viney Limited.

Cast, LLo, G. (1986). Adolescents and the School. New York: Basic Books inc. Publishers.

Daily Nation, Nairobi, 18th July 1987.

-----, Nairobi, 29th October, 1989

-----, ~~Nairobi, 29th October, 1989~~ ? *omit Rep*

-----, Nairobi, 2nd November, 1991

-----, Nairobi, 16th July, 1993

-----, Nairobi, 21st October, 1993

-----, Nairobi, 11th December, 1994

Datta, A.(1987). Education and Society: A Sociology of African Education. London: Routledge & Kegan Ltd.

Davenport, D. et al (1969). The American Adolescent. New York: Dorsey Press.

Donald, J.P. (1970). "Teenage Violence in Sierra Leone". In Sierra Leone Journal of Education, vol 3 No.d 2.

Dinga, J.N. (1987). "A Study of Behaviour Problems of Adolescents Among Primary School Pupils in Maseno Division of Kisumu District". M.Ed. Kenyatta University.

Dube, S.B. (1972). "School of Discipline". In Swaziland Teachers' Journal, vol. 3 No. 3.

Durojaiye, M. (1976). Psychological Guidance to the School Child. London: Evans Brothers.

East African Standard, Nairobi, 10th July 1980

-----, Nairobi, 16th November 1988

-----, Nairobi, 2nd November, 1990

-----, Nairobi, 25th, October, 1993.

- Erickson, E. (1972). Identity Crisis. New York: Norton and Company.
- Erny, P. (1981). The Child and Its' Environment in Black Africa.
Translated by Wanjohi, G. Nairobi: Oxford University Press.
- Fagbongbe, E.O. (1973). "Reappraising the Relationship between
Discipline, School Authority and the Nigerian Secondary School
Student". In West African Journal of Education Vol 17, No. 3.
- Fagbulu, A (1972). Administrative Practice for Teachers London: Evans
Brothers.
- Ferron, D.M. (1970). "Our Changing Concept of School Discipline". In
Sierra Leone Journal of Education, Vol. No. 5.
- Freud, S. (1913). "Totem and Taboo". In Standard Edition of Vol. 12;
Complete Works of Sigmud Freud. London: Routledte and Kegan
Paul.
- Fuller, R.C. (1938). "The Problems of Teaching Social Problems". In
American Journal of Sociology.
- Gachathi, P. (1973). "Student Unrest". In Kenya Education Journal Vol
7, No. 2.

Gatere, S. (1985). Child Watch. A Guide to Raising Children in Nairobi.

Dasis International Publishers.

Garrison, K.C. (1965). Psychology of Adolescence 6th Edition. New

Jersey: Prentice Hill.

Getui, M.N. (1990). "The family, the church and the Development of

Youth". In Mugambi, JNK and Magesa, L (Editors). The Church In African Christianity. Nairobi: Initiatives Publishers.

-----,(1993). " The Religious Aspects of Secondary School Life and Their Effects on the Youth In Nairobi". Ph.D. Thesis, Kenyatta University.

Joboku, S.O. (1974). "Some Aspects of Leadership Behaviour of Tanzania Headmasters". In Education Journal for Eastern Africa, Vol. 4. No.1.

Gottlieb, D. et al (1969). The American Adolescent. New York: Dorsey Press.

-----,(1993). "The Religious Aspects of Secondary School Life and Their Effects on the Youth in Nairobi". Ph.D. Thesis, Kenyatta University.

Jobokou, S.O. (1974). "Some Aspects of Leadership Behaviour of Tanzania Headmasters". In Education Journal for Eastern Africa, Vol 4. No. 1.

Gottlieb, D. et al (1969). The American Adolescent. New York: Dorsey Press.

----- (1973). Children's Liberation New Jersey: Prentice Hill.

Hafez, N.A.W. (1977). "School Status and Delinquent Behaviour Among Youth in the Arab Republic of Egypt". Ph.D. Thesis, Michigan University.

Hagerdorn, R. (1983). A Review of Teachers Effectiveness in Africa, India, Malaysia, Phillipines and Thailand. New Delhi: Free Press.

Hersey, P & Blanchard, S. (1988). Management of Organisational Behaviour Utilising Human Resource 5th Edition. New Jersey: Prentice Hill.

Henshin, J.M. & Light, W.D. (1983). Social Problems. New York: McGraw - Hill Book Company.

Hirschi, F. (1969). Social Limits to Growth. London: Routledge & Kegan Paul Ltd.

Hurding, R. (1989) Understanding Adolescence. London: Holder and Stroughton.

Jacobson, P.B. (1973). The Effective school Principal 3rd Edition. New Jersey: Prentice Hill.

John, M.J. (1971). Adolescence. Some Critical Issues. Toronto: Holt, Rinehart and Winston.

Kakwa, M. (1973). A Report on Status of Teachers in Kenya. Nairobi.

Karechio, B. (1994). Drug Abuse in Kenya: Nairobi: Uzima Press.

Katola, M.T. (1987). "The Akamba Concept of Taboo with particular Reference to Machakos District". M.A. Thesis, Kenyatta University.

----- (1995). "Morality Among the Akamba. A case study of Youth in Central Division of Kitui District". Ph.D. Thesis, Kenyatta University.

Kayiira, L.A. (1978). "Violence in Kondoism: The Rise and Nature of Violent Crime in Uganda". Ph.D. thesis, Michigan University.

Kenya Times, Nairobi , 30th October 1988

-----, Nairobi, 6th October 1990

Kerlinger, F.N. (1973) Foundations of Behavioural Research.

New York: Holt, Rhinehart and Winston Inc.

Kiilu, D.H.N. (1987). "A study of the Administrative Roles played by Primary School Headteachers in Kangundo Division, Machakos District". M.E.D Thesis, Kenyatta University.

Kilonzo, G.K. (1980). "Guidance and Counselling in Kenya". A seminar paper. Kenyatta University: Bureau of Educational Research.

Kimani, L. (1985). Guiding the Youth to Cope with the Complexities of a Changing Society. Nairobi: Budget Mercantile Publishers.

Kinoti, H.W. (1983). "Aspects of Agikuyu Traditional Morality". Ph.D. Thesis, University of Nairobi.

------(1992). "African Morality: Past and Present". In Mugambi, J.N.K. and Wasike, A.N. Moral and Ethical Issues in African Christianity Exploration Essays in Moral Theology. Nairobi initiatives publishers.

Kinyanjui, K (1975). "Secondary School Strike: The Art of Blaming the Victim". IDS, University of Nairobi.

------(1979). "The political inequality: A study of the Roots of Educational Inequality in Colonial and past Colonial Kenya". Ph.D. Thesis, Michigan University.

Kohlberg, L. (1969). Essays in Moral Development. Mass: Havard University Press.

Kombo, D.K. (1988). "Factors Influencing Students' Poor Performance in the K.C.E. Examination Among Harambee Secondary Schools in Kathiani Division of Machakos District". M.A. (Ed.) Thesis, Kenyatta University.

Kyereeta, M.T. (1975). "Strikes in Secondary schools. The Professional Forum". In Education journal for Eastern Africa, vol. 5, No. 2.

- Lamert, E. (1951). Social Problems and Social Control. New Jersey: Engle Woodcliffs.
- Lierop, P.V. (1991). Pastrol Counselling Nairobi: Christian Churches Educational Association.
- Male, D.K. and Onyango, P. (1985). The Sociology of the African Family.
- Manguyu, F.W. (1989). "Chairpersons speech". In Child Abuse and Neglect Nairobi: initiatives Publishers Limited.
- Mbiti, D (1974). Foundations of School Administration. Nairobi. Oxford University Press.
- Mbiti, J.S. (1969). African Religious and Philosophy. London: Heinemann.
- Mbula, J. (1974). "The Penetration of Christianity into the Akamba Traditional Family". M.A. Thesis; University of Nairobi.

------(1977). "The Impact of Christianity on Family Structure and Stability: The Case of Akamba of Eastern Kenya". Ph.D. Thesis, University of Nairobi.

McCandles, BR (1970). Adolescents: Behaviour and Development. Illinois: The Dryden Press Ltd.

Mead, M. (1959). The Study of a Culture at a Distance. Chicago: University of Chicago Press.

Mojola, A.D. (1988). Introductory Ethics for College Students and Teachers Nairobi: Heinemann.

Muga, E. (1975). Crime and Delinquency in Kenya: An Analysis of Crime Rate of Arrested and Convicted Persons by Racial and Ethnic groups, sex and age, offences committed and urban and Rural Differences. Differentials. Nairobi: E.A.L.B.

------(1976). "Leisure, Crime and Delinquency in Africa Thought and Practice". In The Journal of the Philosophical Association of Kenya.

- Mung'anga, E.E. (1996). "The Current Situations of Guidance and Counselling in Schools". A paper presented to school administrators in Nakuru.
- Mussen, P.H. et al (1984). Child Development and personality. New York: Horper and Row.
- Muteti, J.K. (1984). "The Impact of Family Setting on Juvenile Delinquency". B.A. Disertation, University of Nairobi.
- Nwikamba, C.M. (1992). "Changing Morals in Africa". In Mugambi J.N.K. and Wasike, A.N. Moral and Ethical Issues in African Christianity. Exploratory Essays in Moral Theology. Nairobi: Initiatives Publishers.
- N'dini , A.G. (1987). It is Possible. True Stories from Young People. Kampala: St. Paul's publishers.
- Ndulu, B. (1979). "The Changing Times for youth In My Area and Its Educational Implications". M.Ed Thesis, Kenyatta University.
- Njuguna, P.K. (1996). "Guidance and Counselling in Education". A paper Presented to the School Administrators in Nakuru.

- Nyaga, D. (1988). Child Guidance and Counselling. Embu.: Embu Diocese.
- Nyanje, D.M. (1992). "The Basis of Moral Values: A case Study of the Duruma of Kenya". M.A. Thesis, Kenyatta University.
- O'Connor, J. (1965). "Headmaster - an Administrator". In Kenya Education Journal, vol. 2 No.6.
- Ochieng, W. (1984). "Managing our Schools - Why Headmaster fail"? In Mwalimu The Teacher Magazine, No. 2..
- Odetola, D.T. and Admola, A (1985). Sociology: An Introductory African Text. London: MacMillan Publishers Ltd.
- Oduor, J. (1990). "Social Education and Ethics Programmes, Its main sources and their justifications in past Colonial Kenya". M.A. (Phil), Kenyatta University.
- Ogola, M.A. and Ogala, G.E. (1984). Educating in Love Nairobi: Focus Publishers.

- Ohikhena, T.O. and Anam, M. (1974). "Leadership types Among Secondary School principals in South Eastern State of Nigeria". African Journal of Educational Research, Vol. 1 No. 1.
- Olembo, J. (1977). "Educational Administration, Management and Supervision in Kenya Schools"; Educational Administration Series, Kenyatta University College.
- Otiende, J.E. et al (1986). Social Education and Ethics Book one. Nairobi: Longman.
- Ottaway, A.K.C. (1962). Education and Society: An Introduction to the Sociology of Education. London: Routledge & Kegan Ltd.
- Parrillo, V.N. (1985). Contemporary Social Problems. New York: John Wiley & Sons.
- Parsons, P. (1961). The School as a Social System. New York: Free Press.
- Peil, M. (1978). Consensus and Conflict in African Societies: An Introduction to Society. London: Longman Group Limited.

- Philips, et al (1993). Report of the sub-committee on Alcohol and Drug - Abuse. Kenyatta University.
- Prewitt, K (1980). Introductory Research Methodology. IDS, University of Nairobi.
- Raju, B (1973). Educational in Kenya: Problems and Perspectives in Educational Planning and Administration. Nairobi. Heinemann.
- (1973). Career Guidance for Secondary School Students. IDS, University of Nairobi.
- Reid, K. (1978). Sociology and Teacher Education London: Hodder and Stought.
- Sommer, B.B. (1978). Puberty and Adolescence. New York: Oxford University Press.
- Smelser, N. (1973). Sociology: An Introduction 2nd Edition. New York: John Wiley.
- Tate, V.F. (1975). "The Impact of Rapid culture Change on Community and Family". Ph.D. Thesis, University of Nairobi.

Titus, H.H. (1936). Ethics for Today. New York: American Book Company.

Tumufi, S. (1985). "A study of Guidance and Counselling Needs of primary School pupils of Gachika Sub-location, Nyeri Town and Nairobi city in Kenya". Ph.d. Thesis, Southern Illinois University.

Wambua, A.W. (1989). "Some Aspects of Christian Pastoral Care and Counselling in Contemporary Secondary Schools of Kenya: A study of selected schools in Machakos District". M.A. Thesis, University of Nairobi.

Weekly Review, Nairobi, 19th July 1991.

Whiting, B. (1974). "Rapid Social Change". A seminar paper presented at the Bureau of Educational Research, Kenyatta University College.

Winter, G. (1958). Patterns in Family Life: Yesterday and Today. New York: Dolphine Books.

Wiseman, S. (1964). Education and Environment. London: Manchester.

Vargus, N. et al (1977). Sociology. Concepts and Theories and Applications. Indiana: Wise Publishers.

Young, L. (1973). The Fractured Family. New York: McGraw-Hill publishing company.

Zanden, J.W.V. (1990). Sociology: The Core 2nd Edition New York: McGraw-Hill Publishing company.

- The accident were caused by the following
- 1) Frequency of damage to school property
 - 2) Cause of items damaged
 - 3) Reasons for causing the damage
 - 4) Frequency of tracing cases
 - 5) Reasons for tracing
 - 6) Frequency of non-punctuality in class
 - 7) Frequency of non-punctuality in class
 - 8) Various methods of dealing with discipline
 - a) by punishment
 - b) by withdrawal
 - c) by expulsion
 - d) by investigation
 - e) by other ways

APPENDIX I

STUDENTS' QUESTIONNAIRE

These questions are not meant to be a test. Therefore marks will not be awarded to responses. As a result, you are kindly requested to read carefully before responding.

The student were asked their views on the following:-

- 1) Frequency of damage to school property
- 2) kinds of items damaged
- 3) reasons for causing the damage
- 4) frequency of truancy cases
- 5) reasons for truancy
- 6) frequency of non-punctuality at prep time.
- 7) frequency of non-punctuality in class.
- 8) Various methods of dealing with disobedience
 - a) by punishment
 - b) by suspension
 - c) by expulsion
 - d) by investigation
 - e) by other ways

APPENDIX II.

PARENTS' QUESTIONNAIRE

The Respondents were asked views regarding the following:-

1. Frequency of guiding/counselling by parents to their children
2. Methods of guiding/counselling by parents
 - (a) Rebuke
 - (b) Punishment
 - (c) Threats
 - (d) Warning
 - (e) Other
3. Effectiveness of parents' G/C
4. How they think school disobedience can be minimized.
5. How they think damage to school property can be minimized.
6. How they think school administration deal with disobedience.
7. Why they think students disobey school authority.
8. How effective are the parents in offering Guidance/counselling.

APPENDIX III

HEADTEACHERS' QUESTIONNAIRE

The questionnaire which follow seeks information on your school's background and students' behaviour. Therefore you are required to provide answers to all the questions as accurately as possible. Your responses will be treated with strict confidence.

The Head teachers were asked their views regarding.

The methods of dealing with disobedient students,

- (a) By expulsion
 - (b) By investigation
 - (c) By threats
 - (d) By punishment
 - (e) Other
2. The reasons why parents should/should not be involved in matters of discipline.
 3. (a) How easy do you find it to consult G/C teachers in matters of discipline
(b) Reasons for or against consulting G/C teachers
 4. Frequency of involving parents in matters of discipline
 5. (a) Frequency for disobedience to teacher
(b) Methods of dealing with such students
 6. Frequency of damage to school property.

7. Frequency of truancy cases
8. Frequency of inattentiveness to teachers in class.
9. (a) Cases of punctuality in class
(b) Frequency of non-punctuality in class
10. Frequency of offering G/C services to students by teachers.

APPENDIX IV

QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS

This questionnaire seeks information on the students' behaviour. Therefore, you are requested to answer all questions as accurately and honestly as possible. Your responses will be strictly confidential.

G/C teachers were asked their views on the following:-

1. Reasons for being appointed as G/C teachers
2. Nature of training in order to be efficient in carrying out the work of counselling
3. Methods of dealing with disobedient students.
 - (a) By warning
 - (b) By advising
 - (c) By punishing
 - (e) Other
4. How easy students find it to consult G/C teachers
5. The importance of consulting parents in matters of discipline
6. Methods of G/C
 - (a) Face to face
 - (b) Class/Group counselling
 - (c) School counselling
 - (d) Other

7. Frequency of offering guidance and counselling services to students.
8. Effectiveness in consulting H/T in matters of discipline
9. Common cases of disobedience in the school
10. Frequency of damage to school Property
11. Methods of dealing with disobedient students.
12. Frequency of truancy cases.

KENYATTA UNIVERSITY LIBRARY

APPENDIX V

OBSERVATION CHECK LIST

1. Name of the school
2. To observe the condition of the following items:-
 - Window vanes
 - School furniture
 - Laboratory equipments
 - School fence
 - School flowers
 - Others
3. To observe the interaction between the teachers and students
 - in class
 - Outside the class.
4. To observe all the disrespectful ways.
5. To observe the number of students who leave school without permission.
6. To observe the punctuality in the class and assembly.
7. To observe the various methods of offering guidance and counselling services.
8. To observe the behavior of students in and out of class.
9. How students handle school furniture and Laboratory equipments.
10. How Headteachers handle deviant students.
11. To observe the frequency of offering guidance and canceling services to students.

APPENDIX VI

INTERVIEW FOR PARENTS

1. Name of the School _____
2. What are the common cases of disobedience in school?
3. How do you counsel your children?
4. How do you handle deviant children?
5. Give various methods of counselling your children
6. Which items are commonly damaged by students in school.
7. Give reasons why students:
 - (a) damage school property
 - (b) disrespect school authority
8. How do you ensure that your children are well disciplined in school?
9. How effective are the school administrators in enforcing discipline?
10. How often do you guide and counsel your children? And Why?
11. Give reasons why students become deviants
 - (a) At home
 - (b) And in school

APPENDIX VII

INTERVIEW FOR GUIDANCE AND COUNSELLING TEACHERS

1. Name of the school _____
2. How often are guidance and counseling service given to students?
3. Give reasons why students become deviants?
4. Give reasons why students should be offered guidance and counseling services.
5. How often are school items damaged by students?
6. Give reasons why students damage school property?
7. Identify the items that are often damaged by students
8. Identify the common cases of students' disobedience in your school.
9. Give reasons why students disrespect school authority
10. How does the school administrators handle deviant students?
11. How effective are the parents in enforcing discipline among their children?.
12. Do you think that students are free to consult?. Give reasons.

APPENDIX VIII

INTERVIEW FOR HEADTEACHERS

1. Name of the School _____
2. How do you identify deviant students?
3. How do you handle such deviant students?
4. Why do you think that students become deviant?
5. How effective are guidance and counseling services in minimizing deviant behavior.
6. How often are guidance and counseling services given to students per week?
7. Give reasons why students:-
 - a) Disrespect school authority
 - b) Damage school property
8. Give incidence/cases of disobedience to school authority in your school.
9. How effective are parents in minimizing deviant cases?
10. Which items are commonly damaged by students?
11. How often do students damage school property?