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**GLOBALIZATION AND DISCIPLINE IN KENYAN
SECONDARY SCHOOLS:
ISSUES AND CHALLENGES FOR SCHOOL MANAGEMENT IN
BUTERE/MUMIAS DISTRICT**

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**PROJECT DISSERTATION PRESENTED TO THE SCHOOL OF
EDUCATION IN PARTIAL REQUIREMENT FOR THE AWARD
OF THE DEGREE OF MASTER OF EDUCATION OF
KENYATTA UNIVERSITY**

OCTOBER, 2009.

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*Globalization and
discipline in kenyan*



2010/344662

DECLARATION

This is my original work and has not been presented to any other University.

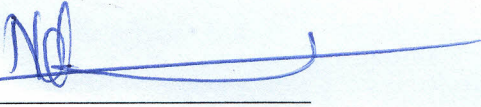


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30/10/09

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ACKNOWLEDGEMENTS

A project such as this one can never be successfully completed without the express contributions of many individuals and institutions.

First, I am grateful to Kenyatta University for giving me a chance to undertake a Masters degree in Education Administration. Through this great gesture, the university has enabled me to achieve a very important segment of my dreams.

My sincere appreciation and gratitude go to Dr. Samuel N. Waweru for supervising this work. His patience and encouragement enabled me come up with this document. Furthermore, I am profoundly indebted to my lecturers at Kenyatta University for guiding me through course work and for assisting me prepare a viable proposal for research. Besides, I thank all the schools, in the Butere Mumias District, which accepted to provide me with crucial information for this project. Without them, my research efforts would have aborted. I also appreciate all the head teachers, deputy head teachers and students of the targeted schools for accepting to grant me interviews, for sparing time to fill the questionnaires and for facilitating the successful execution of the Focus Group Discussions. I acknowledge with thanks the unique efforts made by fellow teachers at the Bulimbo Girls High School to support this project.

This work is a special tribute to all my colleagues and classmates at Kenyatta University. My interaction with them was extremely enriching. In many special ways, I stole pieces of wisdom from their bright ideas.

Research facilities in a number of libraries helped me to realize my objective. The libraries I am deeply indebted to include the Moi Library at Kenyatta University, the Jomo Kenyatta library at the University of Nairobi, the Nation Center and the Standard Group libraries in Nairobi. In addition, the study benefited from government documents which I obtained from the Ministry of Education offices in Nairobi.

From day one, my family was part and parcel of this work. I would like to thank our children- Babu, Purity, Faith, Bella, Garvey, Cleaver and Laura- for their support and understanding. My children bore the brunt of loneliness while I worked on the project.

Finally, I thank my husband and lifetime Love – Dr. Edward Kisiang’ani- for his patience and encouragement during the trying moments of this work. Edward provided me with the most critical shoulder for me to lean on. As a result, this work is as much mine as it is his.

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ABBREVIATIONS:

OI	Oral Interview
TV	Television

ABSTRACT

The fundamental focus of this study was to explore the extent to which globalization-characterized by the overwhelming power of the Western-controlled information super highway called the internet, and consummated by the hegemonizing tendencies of the Euro-American social-political and economic structures-has influenced the school system in Kenya. It investigated how school managers are handling the new development .This study attempted to interrogate the impact of globalization on the management of secondary schools in Kenya. It investigated the disciplinary problems of the youthful teachers and students and explored the issues and challenges which school managers face in maintaining discipline in school. The study sampled 12 of the 62 public secondary schools in the Butere- Mumias District*representing 19 % of the total number of schools in the district. Besides, in every sampled school only 19% of the targeted population of students was involved. The research employed the descriptive survey strategy to harness data. Since the targeted schools, were identified from the four compass zones with each compass quadrant of the district supplying three secondary schools, the study sample was considered a good representation of the district and a significant reflection of what might be happening across the country. Through various methodological devices which took into consideration gender and hierarchical balancing in those schools, the data collected was seen to be objective. The study utilized such tools as the questionnaire method, the oral interview practice, the Focus Group Discussions (FGD) and supplemented all these with secondary data from local libraries. The final data was rigorously analyzed through the prism of Michel Foucault's theoretical disenchantment with modernity. The study established that global mass culture has profoundly shaped the general behaviour of youthful teachers and students in the schools under review. Attributable to the intimidating consequences of globalization was the growing tendency among the students and the youthful teachers to disobey authority and question the usefulness of the school curriculum, routine and rules. In an attempt to restore the integrity of the traditional school, school managers have often clashed with the youthful teachers and students. Consequently, due to contemporary globalization; most schools in Butere- Mumias have serious disciplinary problems. The study recommends that school managers, in this region, should involve all stakeholders in finding a lasting solution to the crisis of discipline in the schools. Not only should the school managers accommodate the global cultural values which have become irresistible among the youth, they should also demand a fresh redefinition of the school during these post-modern times. Foucault notes that because it is filled with rigidity and discipline, modernity is both oppressive and untenable. This study considers the modern school as a rigid but oppressive disciplinary device that requires urgent reform.

**Butere-Mumias District has since been split into 3 districts namely Butere, Matungu and Mumias*

CHAPTER ONE

INTRODUCTION

1.0 This chapter explains the background to the problem, statement of the problem, purpose of the study, the research objectives, research questions, significance and the assumptions of the study as well as scope, limitations, theoretical and conceptual framework of the project.

1.1 Background to the Problem

Globalization, it is important to observe, implies many things to different people. As it is now, it may signify the rule of multi-national corporations and the dwindling powers of the nation-state. Martin R. (1999) defines it as a type of centralized power and cultural institutions controlled by the West. In addition it is the state of trans border interconnectedness/communication of values, cultures, attitudes, opinions, information through pathways of multinational corporations and the internet

In contemporary Africa, globalization has created its own images. Among the youth, globalization seems to have given rise to cultural identities that appear to transcend or even undermine nationalist discourses. In such areas as sports, music, language, fashion and religion, the African youth have notably embraced new identities that are not only subversive to 'traditionalism' but also inimical to the nationalist agenda. As a result, these identities have served to create cultural representations, communities and configurations that appear to destabilize the homogenizing institutions and values of the nation state. One of those institutions of modernity that is at the centre of attack by new forms of globalization is the school.

Earlier forms of globalization which accompanied European modernity gave birth to the modern nation-state. Among the primary goals of the modern, post-Enlightenment state are homogenization and conformity within a fairly narrow ethnic and political range, as well as the creation of societal agreement about the kinds of people there ought to be. Nagengast(1994) concurs that the ideal state thus, is one in which the illusion of a single nation-state is created and maintained and in which resistance is managed so that profound social upheaval, separatist activity, revolution and coups de'tat are unthinkable for most people most of the time.

Abrams(1988),Anderson(1983)and Corrigan(1985) highlighted that the state attempts to ensure uniformity to encompassing unitary images through diverse cultural forms and an array of institutions and activities that, taken together, help to determine the range of available social, political, ethnic and national identities. But this has changed because even within the domain of the Euro-American modernity, there is a great deal of discomfort about any attempt to totalize and homogenize social reality. The subversive rebellion against modernity is well documented through the works of such European intellectual icons as Nietzsche, Heidegger, Derrida, Lyotard and Foucault.

In Africa, the crisis of the contemporary nation-state springs from its differentially successful monopolization of power, its failure to confront post modern challenges and the contradiction between and the demands of peripheralized people(s) who through resistance have created new subject positions that challenge fundamental definitions of who and what ought to be repressed. Yet, in its post-independence dispensation, the African post-colony remains a platform upon which many identities are conceived, practiced and contested. Richard Webner(1996) has observed that in the post-colonial politics of everyday life, in Africa, many identities have been

mobilized. A similar observation has been captured by Cameroonian scholar, Achille Mbembe (1992) who has eloquently demonstrated that the African post-colony is a terrain of plural but competing spheres.

The Kenyan youth, it seems, have tended to respond to the state's refusal of multiplicity as demonstrated by Clastres(1974) by espousing many identities including those formed on the terrains of music and sports, religion, and fashion in order to make a statement of resistance against homogenization that is so prevalent in our systems.

Our point of entry into the problematic of globalization and the traditional Western nation-state in Kenya is the school system. Specifically, we take secondary schools in the Butere-Mumias District of Kenya as our starting point towards appreciating the dilemma of managers in Kenya's secondary schools. This is because the school itself, just like the hospital and the prison were created in the modern era to sustain a disciplinary society.

Thus, in our present era, it is not just the disciplinary and confining tendencies of the school which are under siege; it is also the homogenizing dispositions of the prison, the clinic, the parliamentary systems and religious dogmas. In our schools, the role of the head-teachers is under constant focus by those who consider the traditional school as subversive to human freedom. Can our secondary schools change their original conception and management style so as to be relevant to the current demands of globalization? It is the argument of this study that some of the disciplinary problems emanating from our schools resonate in the general pressures of globalization and global mass culture.

As Hall(1991) demonstrates, it is important to note that global mass culture – the habus of contemporary globalization- is governed by the modern means of cultural production, dominated by the image which crosses and re-crosses linguistic and nationalist frontiers much more rapidly and more easily and which speaks across languages in a much more immediate way. It is preponderated by all the ways in which the visual and graphic arts have entered directly into the reconstitution of popular life of entertainment and of leisure. It is dominated by television and by film, and by the image, and styles of mass advertising. The newsprint and the Internet also epitomize it. The Kenyan youth (both the teachers and students) have been variously consumed by this experience. Do the head-teachers consider the new global mass culture, a disciplinary concern in our schools? How do they want to deal with this?

It is commonplace for our Kenyan youth to fantasize about and idolize such American track stars as Marion Jones, Gail Devers, Justin Gatlin, Maurice Greene and Tim Montgomery, among others. A similar scenario obtains in such sports as boxing, rugby and tennis. Many Kenyan youths, it seems, are frequently captured sporting various forms of attire which bear the names and numbers of their favorite European and American sports celebrities.

Sweat and T-shirts bearing such names as the *Chicago Bulls*, *the Lakers*, *Manchester United*, *Arsenal F.C*, *Olympic Marseilles*, *Bayern Munich* abound among the Kenyan youth. The Kenyan youth too tend to mimic the mannerisms, habits (some of which could be socially destructive depending on who is looking at them), hairstyles, the grooming features, the fashion tastes of such tennis stars as Venus and Serena Williams, as well as such soccer icons as David Beckham, Ronaldinho Gaucho and Robert Pires, among others.

Yet some of the Western celebrities whom our youth tend to ape have variously been associated with such habits as homosexuality, lesbianism, drug abuse, violence, rebellion and general defiance of rules and authority. How many school managers would allow the idolization, the fantasization of mannerisms and habits of Western music, religious and sports celebrities to flourish in their schools? How successful would school managers be in suppressing those tendencies?

In this era of neo-liberal-globalization, the African youth have tended to acquire identities that celebrate Westernization. The Kenyan youth have, for example, continued to simulate the social habits of such Western music icons as Ashanti, Mariah Carey, Usher Raymond, Toni Braxton, Baby Face, Nelly, Brook Valentine, Missy Eliot, Nameless, Michael Jackson, Aaliyah, name it, and they without blinking an eye celebrate the singing and dancing styles of such hip hop artistes as *50 Cent* and the 'enticing' *Diamond Real*, just to mention but a few.

The Saturday Nation(2005) illustrated that besides this hip hop culture, the culture which thrives on the rigorous shaking of the waist and general celebration of youth sexuality, pop music has now been introduced into the country's church practices through initiatives made by the youth, leaving the traditional ways of worship thoroughly challenged. What are the challenges of this influence to our school managers?

Furthermore, the above and many other musical, religious, sports and cultural celebrities and institutions tend to manufacture fashion and dressing identities, grooming and hairstyle identities. In addition, they often adopt new ways of talking, laughing, walking and eating. In Africa, and especially among the youth, those Western-manufactured identities are invaluable commodities. Thus, to the African youth, the world of music, new religion, fashion, defiance,

romance and sports-not the world of national glory, rigid schools, and national values- seems to be their true world. Considering that global cultural goods and values from the West seem to affect both the teachers and the students, how can school managers maintain the traditional school in the heat of this experience?

Like their counterparts in other parts of the continent, the Kenyan youth feel more attached to their music and sports celebrities than to their respective national cultures, national leadership and the so-called national values. Indeed, they appear to view their respective schools as barriers to their ultimate dreams of reaching and sharing life in paradise with their adored celebrities. It is the contention of this study that Western music, fashion, sports and religious celebrities and institutions are powerful globalizing instruments that have permanently changed the behaviour of both our students and teachers in secondary schools.

Because of their high sense of mobility, their loyalty to the internet and the television and their concern for what is happening elsewhere in the world, the Kenyan youth, just like their counterparts across the continent, are most affected by globalization. In the Butere-Mumias District, as well as in many other administrative zones of Kenya, our youth (in this case our students and teachers in public schools) seem to have been irreversibly affected by the new global values.

1.2 Statement of the Problem

At present, school management in Kenya is faced with a number of issues and challenges. But perhaps the one formidable problem facing any contemporary school manager in any Kenyan secondary school is the crisis of discipline. The media has variously reported and speculated over cases of student indiscipline in Kenyan schools. The problematic of discipline has also been

given a good deal of attention by scholars and education administrators. However, no serious study has so far been done to assess the crisis in the context of globalization. Furthermore, very little has been done to examine the role of youthful teachers in aggravating the problem of discipline in schools.

Using selected schools in the Butere-Mumias District of Western Kenya, this study attempted to interrogate the impact of globalization on the management of secondary schools in Kenya. It investigated the disciplinary problems of the youthful teachers and students and explored the issues and challenges which school managers face in maintaining discipline in schools

1.2.1 Purpose of the Study

The main purpose of this study was to investigate the issues and challenges, which global values have posed not just for secondary school teachers but also for their managers as well.

1.3 Research Objectives

The study had three main objectives. It set out to:

1. Investigate the effects of globalization on secondary school discipline.
2. Establish the management challenges facing secondary school managers due to globalization
3. To explore how the effects of globalization could effectively be managed without causing serious upheavals in secondary schools

1.4 Research Questions

Arising from the stated objectives, the study was geared towards answering the following questions:

1. What are the effects of globalization on secondary school discipline in Butere/Mumias District?
2. What are some of the disciplinary challenges that secondary school managers in Butere/Mumias face in handling students and teachers influenced by globalization?
3. How can these challenges be effectively confronted in order to enhance efficient management of secondary schools in Butere/Mumias?

1.5 Justification and Significance of the Study

It is quite evident that despite its widespread influence in our educational institutions, very little effort has been made to interrogate globalization in the context of school management and discipline. Similarly, no research has so far investigated how globalization has tended to create cultural habits, which, once embraced by our students and teachers, become subjects of disciplinary concern for school managers in Kenya's secondary schools. In attempting to fill these critical gaps, this study is thus not just significant but copiously justified.

1.6 Scope of the Study

The study focused on secondary schools in Kenya's administrative district of Butere-Mumias. Thus, the problematic of discipline in primary schools was not undertaken. There are 62 secondary schools in the Butere-Mumias District. However, this study does not deal with all of them. Rather, a representative sampling procedure has been employed to harness data. Using a compass, the area of study was divided into four zones with each zone supplying three secondary schools. Great care was also taken to ensure that, as much as possible, there was a gender balance in the sampling process. Again, not all the students and teachers in the sampled schools were targeted for interview. Few students representing specific classes and genders were

deliberately targeted. The same rule was applied with regard to the teachers targeted for interview. Because this research project focuses on the youth, no school teacher over the age of 35 years (except the school head teachers and their deputies) were interviewed.

1.7 Assumptions of the Study

The following assumptions were made:

1. All respondents were cooperative and provide reliable responses.
2. All the respondents were aware of the values brought about by globalization
3. Globalization has caused indiscipline in schools
4. Schools managers have experienced indiscipline in their institutions occasioned by globalization.

1.8 Theoretical Framework

Michel Foucault and the Post modern Theory

In general, the post-modern theory represents a domain of analyses which criticize the universal and totalizing tendencies of European Modernity. By Modernity, we have in mind the new cultural movement which swept Europe between the 16th 17th and 18th centuries, characterised by the belief in scientific rationalism. The movement was defined by certain collective values and code of behaviour that described what was truly right and wrong.

Modernity set the standards for a civilized society and christened anybody who did not subscribe to the values of European Enlightenment as primitive and backward. So, in addition to giving humanity common culture and truth, modernity too prescribed universal social institutions such

as the school, the hospital, the prison and parliament. It too, approved certain general political and social practices that were deemed critical in defining a civilized modern person. Unfortunately, however, most of what was conceived as truly human and universal was essentially the cultural dogma of the Western European individual.

Over the past 120 years, an increasing number of European philosophers and social commentators have directed vicious attacks on Modernity. While the anti-modernist assault in Germany was led by Friedrich Nietzsche and Martin Heidegger, in France, proponents of post modernity include but are not limited to Jean-Francois Lyotard, Jacques Derrida and Michel Foucault. Icons of the post-modern movement are united in their overwhelming disillusionment with the totalizing dispositions of Modern era.

Foucault argues that modernity gave rise to parliamentary institutions and new conceptions of political liberty. But this experience was also accompanied by a dark counter-movement marked by emergence of new and unprecedented discipline directed against the human body. More is now required about the body than mere political allegiance or the appropriation of its labour. Bartky(1990) demonstrates that the new discipline invades the body and seeks to regulate its very forces and operations, the economy and efficiency of its movements.

The disciplinary practices Foucault (1979) describes are tied to peculiarly modern forms of the army, the school, the hospital, the manufactory; the aim of these disciplinary devices being to increase the utility of the body and to augment its forces. What was then being formed was a policy upon the body, a calculated manipulation of its elements, its gestures and its behaviour. The human body was thus entering a machinery of power that explores it, breaks it down and rearranges it. A 'political anatomy' which was also the mechanics of power was being born; it

defined how one may have a hold over others' bodies not only so that they may do what one wishes but so that they may operate as one wishes, with the techniques, speed and efficiency that one determines. Thus, such disciplinary procedures tend to produce, subjected and practiced bodies, 'docile bodies' (Ibid.).

Foucault's representations could as well be describing the modern school in any part of Kenya, including the secondary schools in the Butere-Mumias District. The Kenyan secondary school operates in exactly the same way Foucault has described above. It is a disciplinary enterprise through which students and teachers' bodies have their movements, their economy, their operations regulated. The school has a prosaic but nevertheless rigid routine indicating where the bodies of the teachers and the students should be at what time. It is structured to regulate the movements of both students and the teachers from Sunday to Sunday and from January to December. The disciplinary practice of the school also involves a rigid curriculum that comprises selected forms of knowledge and subjects privileged and authorized by certain powerful forces in the society. It is a world of school uniforms and regulated time schedules.

Inflexible school rules are part and parcel of the disciplinary practices of the school. Nobody, including the teachers and students dares break those rules! The thought of breaking the rules and the imagination of the punitive consequences that await those rebelling against the 'normalizing' tendencies of the school is enough to cause mental anguish to the students and teachers alike. Through the 'normal' routine, the rules, the heads of department, the 'spies', and the prefects, the school head undertakes to control and regulate the movement of the bodies as well the spaces in which the bodies of his/her teachers and students operate.

Hence the school would be likened to what Jeremy Bentham (1995) calls a devise (Panopticon) of a disciplinary society. With time, even when the school head teacher is not there, both the students and teachers continue moving and working as if the manager was perpetually watching them; they actually become robots in the service of the school head teacher. This state of conscious and 'permanent' visibility is a sign that the tight disciplinary control of the body has gotten hold on the mind as well as the body. Thus, both the teachers and students eventually become their own policemen and women - 'self policing minds and bodies'. In the perpetual self-surveillance of a prisoner, a schoolteacher, or a student, lays the genesis of the celebrated 'individualism' and heightened 'self-consciousness' that are hallmarks of modern times. For Foucault, the structure and effects of the Panopticon resonate throughout society: Is it not, therefore, surprising that prisons resemble factories, schools, barracks, hospitals, which all resemble prisons? (Ibid: 20-228).

Traditional school management has been part and parcel of what Foucault is describing above. But running counter to any school system, today, are new forms of disciplinary practices that do not just have the capacity to control both the minds and the bodies of the teachers and students but they also possess the penetrative effects of globalization. Though initially privileging old Western European values, in its current disposition, globalization has enabled many people to not only question the normalizing tendencies of European Modernity but also to celebrate diversities that were at one time neutralized by the same Modernity. Thus, the general subversion against Modernity is today being realized through the prism of Post-modernism in which peripheral discourses and behaviours are constantly threatening to move to the centre by displacing formerly unquestioned narratives about human life.

There is, therefore, a sense in which scholars would view Foucault's criticism of Modernity as being done in the spirit of the subversive movement of Post-modernity. In a post-modern arrangement, people are always on the move; both physically and mentally. It is a world of dynamic people who have learnt to manage multiple identities, depending on place and context. It is a terrain upon which people have become blinded to and broken down established canons. As Kottak (1999) describes: Post-modernity is "messier" and more playful. It takes on a diversity of styles from different times and places, divergent world views and culture.

As we have pointed out before, global mass culture emerging from the leisure and entertainment world of the West, the Euro-American sports and religious institutions and celebrities, new conceptions of freedom, the glorification of defiance, the celebration of diversity and difference – all these are creating new minds, new bodies and new regimes of power among our secondary school students and teachers. As pointed out by Boje and Gephart (1999) these changes are challenging the authoritarian modernist systems of school management that are based on the celebration of homogeneity and totalization of social reality. School managers are hence faced with the daunting task of adjusting to this new revolution that threatens to wipe out from the phase of the world the traditional school as we know it today.

In appreciating the complex disciplinary reality of the Kenyan school, this study employs Michel Foucault's anti-modernist theory to interrogate the traditional school system alongside its management practices. Through the Foucaultian lenses, the study demonstrates that new and old forces of globalization are now competing on the school terrain to take control of both the minds and bodies of students and teachers. This experience, it seems, has given rise to new challenges and issues for school managers in Kenya. Notably, many of the Kenyan youth (students and

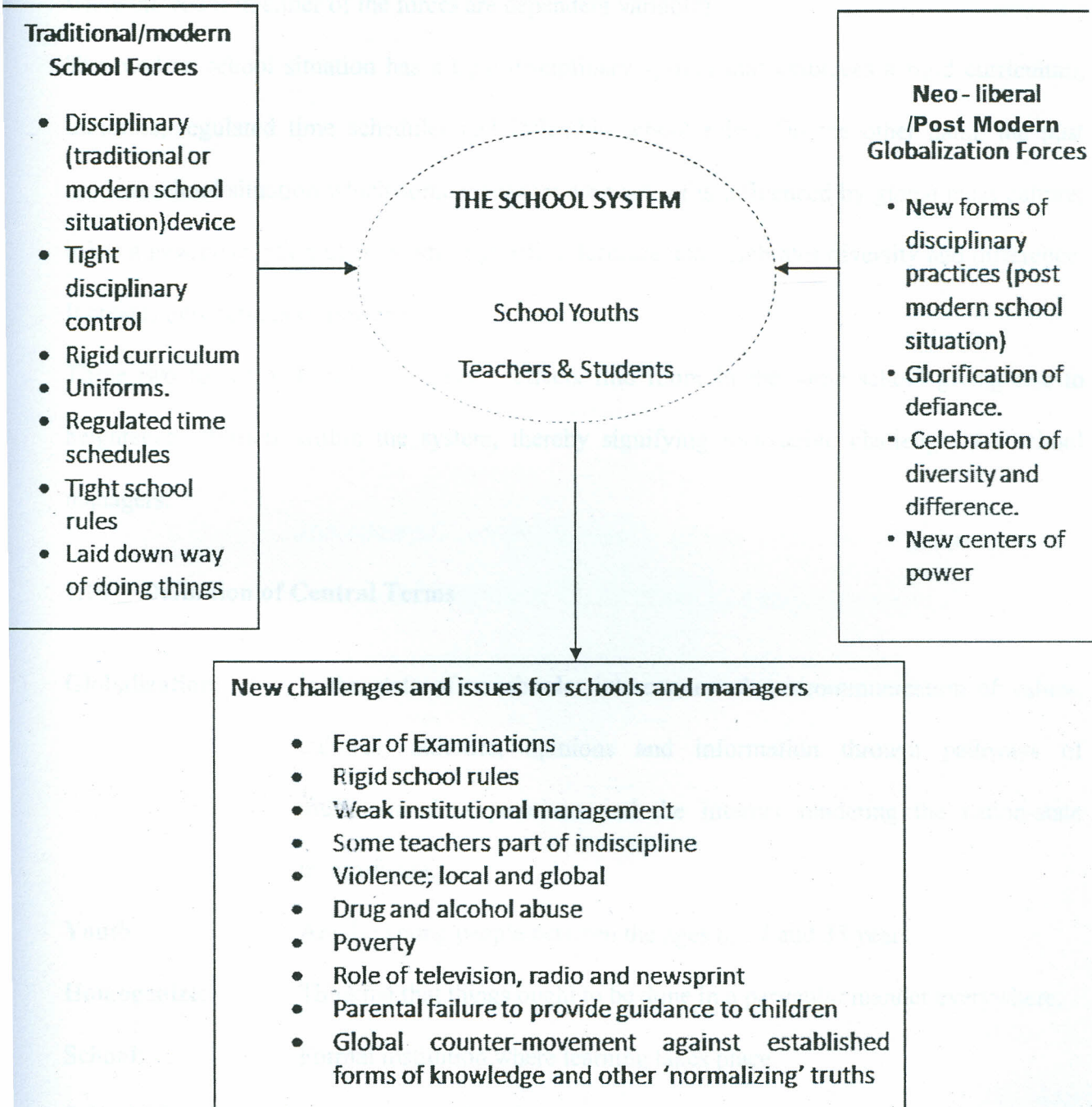
teachers) are, as a result of globalization, fast embracing new identities and new values that directly or indirectly challenge the 'universally' homogenizing values and curriculum systems of the traditional modern school system.



- Key challenges and issues for schools and managers:**
- Different Expectations
 - Tight school rules
 - Tight structural management
 - School teachers part of industries
 - Underlying local and global
 - Tight and strict school
 - Power
 - Role of religious, rights and new practices
 - Parental behavior of child guidance to children
 - School requires new curricula against established forms of knowledge and other "normalizing" in the

1.9 Conceptual Framework

Figure 1: Effect of Globalization on Discipline on schools



The presentation of the foregoing conceptual framework captures the two competing forces of globalization-the traditional (modern) and the neo-liberal (post modern) variants-and their impact on the behaviour or discipline of the youth in schools. The two forces are independent variables while the youth in either of the forces are dependent variables.

The modern school situation has a tight disciplinary system that embraces a rigid curriculum, uniforms, regulated time schedules and inflexible school rules. On the other hand, the post modern school situation which some managers are wary of is influenced by global mass culture; it has a new conception of freedom; it glorifies defiance and celebrates diversity and difference. It creates new centres of power.

These two forces and their multiplier effects find room in the same school giving rise to heightened conflicts within the system, thereby signifying formidable challenges for school managers.

1.10 Definition of Central Terms

- Globalization:** is the state of transborder interconnectedness/communication of values, cultures, attitudes, opinions and information through pathways of multinational corporations and the internet rendering the nation-state insignificant.
- Youth:** Are the young people between the ages of 14 and 35 years
- Homogenize:** Thinking that things ought to be done in a particular manner everywhere.
- School:** Formal institution where learning takes place.
- School Management:** School Head teacher, Deputy Head teacher and their Agents including the school prefects.

Discipline:

Laid down way of doing things. In its most general sense, **discipline** refers to systematic instruction given to a disciple. According to Picket et'al,(2000) this sense also preserves the origin of the word, which is Latin *disciplina* "instruction", from the root *discere* "to learn," and from which *discipulus* "disciple, pupil" also derives *To discipline* thus means to instruct a person or animal to follow a particular code of conduct, or to adhere to a certain order. Papalia et 'al,(2006) further explains that in the field of child development, discipline refers to methods of modelling character and of teaching self-control and acceptable behavior" (For example, to discipline a child to wash her/his hands before meals. Here, 'washing hands is one way of forcing the child to adopt this pattern of acceptable behaviour. 'To disciple' also gives rise to the word *disciplinarian*, which denotes a person who enforces order. In the perception of Barakat& Clark(2004) an ideal disciplinarian is one who can enforce order without coercion, for family specialists agree that using physical force, threats and put-downs can interfere with a child's healthy development. Douglas &Strauss(2007) however, stress that the phrase 'to discipline' carries a negative connotation. This is because enforcement of order - that is, ensuring instructions are carried out - is often regulated through punishment.

To be disciplined is then, subject to context, either a virtue (the ability to follow instructions well) or a euphemism for punishment (which may also be referred to as *disciplinary procedure*). As a concrete noun, then,

discipline refers to an instrument of punishment, for example in mortification of the flesh. Such an instrument may also be applied to oneself, for example in penitence for not being sufficiently self-disciplined.

Indiscipline: Going contrary to the laid down way of doing things

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The body of literature on education in the Kenyan post independent history is growing. However, literature on the general impact of globalization on school management is still scarce. More significantly, specific African area studies on the subject are extremely rare. In addressing this obvious hiatus, the proposed study hopes to utilize the many works in related fields in order to establish a fairly balanced platform for debate.

2.1 Media Reported Cases of Students Indiscipline

Throughout the post- independence period, the issue of discipline in Kenyan schools has attracted the attention of the media. When pluralist politics began to replace the one party political dispensation in the Kenyan post colony, the media attention on what was going on in the country's schools became even more intense.

Over the last one and a half decades, media houses have variously highlighted the problem of discipline in our schools. For example, the *Kenya Times* media reported student unrest at the Tabaka High School, Kisii, which resulted in the destruction of property including the headmaster's 504 saloon car (*Kenya Times*, July 26, 1992). The same paper reported school disturbances and indiscipline in Homa Bay High School (*Kenya Times* September 27, 1995) in the Shinyalu schools' (*Kenya Times*, May 1, 1999) and at Nangile secondary school in Kajiado District (*Kenya Times*, May 20, 2001). In all these cases, students complained about the intolerance of the school administrators, the general failure by the school managers to address the needs of the students as well as the misappropriation of school funds by the heads.

The *East Africa Standard* too gave several reports of indiscipline in Kenyan schools during the same period. On October 19, 1991, it was reported that students' indiscipline in schools was attributable to the collapse of morals and the imposing influences of Western materialistic culture (*East African Standard* 19, October, 1991). In January 1997, the paper highlighted student unrest at the St. Mary's Ekerubo Mixed Secondary School in Nyamira District. In this incident, students beat up the head-teacher and stripped him naked, leaving him for dead (*The East African Standard*, January 29, 1997). In September, while on a tour in Maasai Mara Game Reserve, students of Mitetei Secondary School in Nandi District stormed the Kilgoris town bars to flash out their teachers. The teachers had kept the students waiting on the bus as they drank beer (*East African Standard*, September 21, 1997). On June 16th, 2001, the same paper disseminated news on indiscipline in Moyale High School where students boycotted classes, accusing the administration of high-handedness.

On corporal punishment, both the *Weekly Review* issues of the month of July, 1996 and *The Standard* of September 11, 1999 denounced the practice arguing that it had caused student unrest.

The *Daily Nation* too published numerous reports about indiscipline in Kenyan schools. Here are a few samples. In August 1991, the paper highlighted the fact that abuse of drugs was the fundamental reason behind strikes in educational institutions. The drugs mentioned included heroin, bhang and morphine. The paper carried an article by Dave Mugo (Daily Nation May 1997) which argued that indiscipline in schools had been caused by among other factors, over protective parents, and excessive freedom, archaic practices of punishment and poor guidance and counseling services.

Commenting on the student's unrest at both the Nangina and Bujumba Secondary schools in Busia district, the then Western Provincial Director of Education, Jonathan Cheloti (Daily Nation June 1998), had observed that outsiders who did not like heads who wished to improve schools had caused the disturbances. He also noted that school strikes had been caused by infighting among teachers struggling for power).

In March 2000, the same paper reported that students at the Garissa Secondary School had killed a teacher on suspicion that he would have exposed their involvement in cheating practices during the national examinations. In May 2001, the paper highlighted the plight of a student at the Gachoire Girls Secondary School. The student had been expelled from school for bullying others. The head-teacher's decision to bar the student from sitting her final year examinations was overturned by a High Court ruling in favor of the student (*Daily Nation*, May 22, 2001). In July, the *Nation* (July 30 2001) attributed indiscipline in schools to a growing permissive society, poor management and too much freedom for students. Earlier, in May, a worrying trend of student unrest which had evolved from simple protests to destruction of property and burning of prefects was reported in Nyeri. Columnist Muchemi Wachira (*The Daily Nation* 21 May, 2001) observed that a new report by the Provincial Education Board had attributed the fall in discipline to devil worship, homosexuality and drug abuse in schools in Central Province. Further, homosexuality was reportedly common in Kiambu and Thika districts, a fact attributed to their proximity to Nairobi, a city going through socio-cultural turbulence.

Between 1999 and 2000 several cases of indiscipline had been reported in various districts of Central Province. Leading the pack was Nyeri, where 26 cases of student disturbances were

recorded. Next in the line was Nyandurua with 21, Kiambu 20, Kirinyaga with 19 while Muranga's and Maragwa had 15 each. Thika, with six, had the least (Ibid).

From the foregoing samples of media reports, it is clear that concern for the growing incidents of indiscipline in our schools remains profound. While it is to be appreciated that the media have extensively highlighted this problematic, there is very little effort to investigate the role of contemporary globalization in the escalating indiscipline in our schools. This study addresses this gap. Furthermore, debate on indiscipline in schools as manifested in the media clips above seems to assume that the problem of indiscipline seems to affect students alone. Yet we know that very many teachers, especially the youthful ones, have serious disciplinary lapses. This study has made efforts to explore how globalization has affected the discipline of teachers and the challenges these pose for school managers.

2.2 Possible causes of indiscipline: Government Reports

Sometime in the year 2001, the government decided to confront the problem of indiscipline in the country's secondary schools when it set up a special task force headed by the then Director of Education, Mrs. Naomi Wangai, to trace the roots of the crisis and to make recommendations that would, hopefully, change the situation. Quoting extensively from the reports of earlier commissions of education (*The Ominde Report*, 1964, *The Gachathi Report* 1976, *The Kamunge Report*, 1988 and *The Koech Report* 1999), the Wangai Task Force reiterated that the school system should promote national unity, values and heritage. It observed that education should also enhance national development and contribute to the stability of the nation (Wangai, 2001). The task force identified drug abuse, devil worshipping (whatever that means!), intolerance on

the part of the administrators, and hopelessness for school leavers who could not find jobs and poor techniques of punishment as some of the causes of school unrest in Kenya.

Further, the report outlined job descriptions for school heads, their deputies, heads of departments, and prefects. At the same time, the Wangai Report recognized that globalization had affected the Kenyan society negatively and positively. However, the report failed to explain how students could, first, balance between the national homogenization and the global diversity. Secondly, the Wangai report did not even explain how globalization had negatively or positively affected our students. Besides, the report does not say how the negative and positive aspects of globalization have raised specific challenges for school managers.

Finally, and as is the case with most people who have so far undertaken studies on the subject of discipline in schools, the Wangai Report assumes that problems of indiscipline in our schools do not embrace classroom teachers. Using the schools sampled from the Butere-Mumias District, this addresses some of the issues the Wangai Report overlooked.

In 1998, the then Permanent Secretary in the Ministry of Education and Human Resource Development Mr. Wilfred K. K. Kimalat conceded that head teachers faced challenges in managing schools. In his address to head teachers, during their annual conference in Kisumu in June 1998, the theme of which was: **Managing Secondary Schools in a Liberalized Democracy**, the permanent secretary observed that teachers and students were politically aware, sensitive and as well had capacities to ask awkward questions and even raise queries about answers which school managers gave for the questions asked. In addition, strikes, overt dissent, demonstrations, arsons and violence practiced by some 'unpatriotic' citizens were, Mr. Kimalat observed, being enacted with intense passion by students.

Kimalat pointed out that some of the challenges, which schools managers faced in dealing with disobedient students included; truancy, drug abuse, immorality, bullying and other undisciplined behavior leading to rebellion and strikes. (*Ministry of Education: Speech by Permanent Secretary to Head Teachers, June, 1998*) He thus, urged head teachers to understand their students and handle them with care because those students expected to receive support and guidance from their teachers (*Ibid.*).

The theme of the Kisumu meeting was loaded with terms, which had profound relationships with the problematic of globalization. One can hardly escape to pay attention to issues of democracy, liberalization and management. These catch words were assembled together to make out the theme for the 1998, Kenya Secondary Schools Heads Association annual conference. Yet, the final proceedings did not go out of their way to debate globalization and school management.

In his address to school head teachers at their general annual conference in Nairobi, in June 2000, the then Minister for Education, Kalonzo Musyoka, attributed indiscipline in schools to written examinations that encouraged rote learning based on theoretical knowledge. He argued that practical skills were not being assessed vigorously and that the then teaching and learning methods in institutions had little space to promote and inculcate practices of honesty, integrity, patriotism, good working ethics, moral values and overall mutual responsibility. This, he concluded, led to the frequent cases of violence, riots and destruction of property in learning institutions. (See *Ministry of Education, Speech by Education Minister Kalonzo Musyoka to the Kenya Heads Association, June, 2000*). He however excluded from his remarks the role of globalization in the emerging indiscipline in schools.

2.3 Research Proposals

The problem of under-estimating or overlooking the challenge of globalization, in the management of schools has not just been confined to media circles and government reports. Various research proposals/projects in our national universities have failed to address the issue of globalization and discipline.

Concluded research projects (Mogere 1996, Matheri 1996, Makali, 1996, Abongi, 1996, Wangeri 1986, Kilemi 1996, Tuduru 1998, and Ayieko 1998, Arunga 2004, Wainama 2004) attribute the indiscipline in schools to poor leadership styles, high handedness on the part of school administration, drugs, examination stress, poor community links and many more without interrogating the relationship between such causes and globalization. Yet it has increasingly become apparent that some of disciplinary problems of the school system could be explained in terms of the tremendous force globalization has exerted on learning institutions. The proposed study will use the rich data in some of these works to explore how globalization has played a role in the escalating disciplinary challenges in schools. It will also attempt to highlight the challenges disciplinary problems originating from the influences of globalization pose for school managers.

2.4 Multiple Identities

In Citizen and Subject, Mamdani (1996) traces the major trends within African studies by pointing out that Africa remains entrapped in 'history by analogy' whereby Africa is either exoticised or simply represented as part of European history. In both extremes, Africa's specificity is denied. Given that global mass culture manufactured in the West has profoundly

affected the ways in which our youth think and do things, this work will be critical to the proposed study.

Chantal Mouffe (1993) points out that citizenship is a form of political identity, which is based on modern pluralist democracy based on principles of liberty and equality. She also argues that it is common for persons in a polity to engage themselves in many different communities that have differing conceptions of the good. Thus, the conception of citizenship is based upon the recognition that individuals have more than a single identity and that within society, individuals occupy a multiplicity of positions depending upon prevailing circumstances.

This study will attempt to investigate how the teachers and students in selected secondary schools in Kenya's Butere-Mumias district have acquired multiple identities that have the capacity to threaten the traditional school system. In this regard, we shall appropriate Mouffe's work to explore how our students and teachers have embraced multiple global identities from the field of music, sport, art, religion and leisure.

Kathleen Greenfield (1995) takes a critical look at the crisis of identity in Kenya. She does this by reviewing the works of Kenyan novelist Charles Mangua (Son of Woman, (1971), and Son of Woman in Mombasa, (1986). The main character, Dodge Kiunyu Dodge, has multiple identities. Throughout, Dodge faces a crisis of identity: Is he a son of a prostitute, a criminal, a Kikuyu, a learned man or a Kenyan citizen? To him, Kenya existed in the form of various bureaucratic institutions; schools, hospitals, the police and jails.

Thus the colonial and newly independent state is embodied in this series of public institutions which educate, hire, arrest, try, extort money from, and jail Dodge. Impliedly, these institutions

are all set up to fight its citizens including Dodge himself. Accordingly, the national boundaries that define Kenya were perceived by Dodge as effective limits within which institutions of power in the state work tirelessly to oppress its citizens. A crucial question which develops out of this is: How many Kenyan students and teachers in Butere-Mumias' secondary schools have lost confidence in the school system and how many view the school as a disciplinary device destined to control citizens and to enhance the interests of those in power just as the bigger polity Kenya does?

Mangua's works (discussed above) demonstrate the overwhelming diversity of identities in the Kenyan post-colony. Richard Webner (1996) has captured this enormous diversity by arguing that, indeed, ethnic identities are a very small fraction of the many identities mobilized in the post-colonial politics in Africa. In the same vein, Achille Mbembe (1992) has recognized the plurality of identities in post-independent Africa. Furthermore, in his masterpiece, In My Father's House (1992), Ghanaian scholar, Kwame Appiah, highlights the issue of multiple identities when he demonstrates that some of his close blood relatives have Kenyan, Norwegian, Ghanaian, American, English and Yoruba ties. How can the Kenyan secondary school be managed in ways that it highlights and embraces these multiple identities? The foregoing works will be significant to the proposed study.

Kottak and Kozaitis (1999) contend that we are in a post-modern era in which the world is in a dynamic state. It is a world of people who have to manage multiple identities in relation to place and context. Post modernity has blurred and broken down established rules and standards. It has taken on a diversity of styles from different times and places. Post modernists favour the "messier" and more playful way of doing things. This kind of description clearly fits our modern

youth – both teacher and student-who feel bothered by the stifling standards and expectations set for them by modernist zealots.

2.5 Governmentality

It should be noted that any modern school administrative network serves the bigger goal of securing the interests of the state. Indeed, the spirit of the state permeates through the school. Thus, through the school, the state endeavours to achieve what Foucault calls 'governmentality' of its population through the rigid control mechanism supervised by the school management

Governmentality could therefore be understood as being the way governments try to produce the citizen best suited to fulfill those governments' policies or the organized practices (mentalities, rationalities, and techniques) through which subjects are governed. In his lectures at the College de France, Foucault often defined governmentality as the "art of government" in a wide sense, i.e. with an idea of "government" that is not limited to state politics alone, that includes a wide range of control techniques, and that applies to a wide variety of objects, from one's control of the self to the "biopolitical" control of populations. In the work of Foucault (1991), this notion is indeed linked to other concepts such as biopolitics and power-knowledge.

The concept of "governmentality" develops a new understanding of power. Foucault encourages us to think of power not only in terms of hierarchical, top-down power of the state. He widens our understanding of power to also include the forms of social control in disciplinary institutions (schools, hospitals, psychiatric institutions, etc.) as well as the forms of knowledge. Power can manifest itself positively by producing knowledge and certain discourses that get internalized by

individuals; it can also guide the behaviour of populations. This leads to more efficient forms of social control, as knowledge enables individuals to govern themselves.

Contributing to the problematic of modern institutional discipline, Foucault does not see much difference between the school and the prison. He argues that the emergence of the prison as the form of punishment for every crime grew out of the development of discipline in the 18th and 19th centuries. He looks at the development of highly refined forms of discipline concerned with the smallest and most precise aspects of a person's body.

Discipline, he suggests, developed a new economy and politics for bodies. Modern institutions required that bodies must be individuated according to their tasks, as well as for training, observation, and control. Therefore, he notes, discipline created a whole new form of individuality for bodies, which enabled them to perform their duty within the new forms of economic, political, and military organizations emerging in the modern age and continuing to date.

The individuality discipline constructs for the bodies it controls has four characteristics, namely:

- cellular - determining the spatial distribution of the bodies
- organic - ensuring that the activities required of the bodies are "natural" for them
- genetic - controlling the evolution over time of the activities of the bodies
- combinatory - allowing for the combination of the force of many bodies into a single massive force

Foucault suggests that this individuality can be implemented in systems that are officially egalitarian, but which utilize discipline to construct non-egalitarian power relations.

Historically, the process by which the bourgeoisie became, in the course of the 18th century, the politically dominant class was masked by the establishment of an explicit, coded and formally egalitarian juridical framework, made possible by the organization of a parliamentary, representative regime. But the development and generalization of disciplinary mechanisms constituted the other, dark side of these processes. Foucault,(1977) notes that the general juridical form that guaranteed a system of rights that were egalitarian in principle, was supported by these tiny, everyday, physical mechanisms, by all those systems of micro-power that are essentially non-egalitarian and asymmetrical that we call the disciplines.

In the school setting, both students and teachers bodies are often individuated to follow not just a strict curriculum and rules but also carefully and systematically observe the stipulated routine as described above. Foucault's argument is that discipline creates "docile bodies", ideal for the new economics, politics and warfare of the modern industrial age - bodies which function in factories, ordered military regiments, and school classrooms. But, to construct docile bodies, the disciplinary institutions must be able to:

- a) Constantly observe and record the bodies they control,
- b) Ensure the internalization of the disciplinary individuality within the bodies being controlled

That is, discipline must come about without excessive force through careful observation, and molding of the bodies into the correct form through this observation. This requires a particular form of institution, which Foucault argues, was exemplified by Jeremy Bentham's Panopticon.

The Panopticon was the ultimate realization of a modern disciplinary institution. It allowed for constant observation characterized by an "unequal gaze"; the constant possibility of observation. Perhaps the most important feature of the Panopticon was that it was specifically designed so that the prisoner could never be sure whether s/he was being observed or not. The unequal gaze caused the internalization of disciplinary individuality, and the docile body required of its inmates. This means one is less likely to break rules or laws if they believe they are being watched, even if they are not. Thus, prisons, and specifically those which follow the model of the Panopticon, provide the ideal form of modern punishment. Foucault argues that this is why the generalized, "gentle" punishment of public work gangs gave way to the prison. It was the ideal modernization of punishment, so its eventual dominance was natural.

In examining the construction of the prison as the central means of criminal punishment, Foucault builds a case for the idea that prison became part of a larger "carceral system" which has become an all-encompassing sovereign institution in modern society. Prison is one part of a vast network, including schools, military institutions, hospitals, and factories, which build a panoptic society for its members. This system creates "...disciplinary careers..." (Ibid. 300) for those locked within its corridors. It is operated under the scientific authority of medicine, psychology and criminology. As well, it operates according to principles which ensure that it ".....cannot fail to produce delinquents".(Ibid.:266) Delinquency, indeed, is produced when social petty crime(such as taking wood in the lord's lands) is no longer tolerated, creating a class of specialized "delinquents" which acts as the police's proxy in surveillance of society.

The structures which Foucault chooses to use as his starting positions help to highlight his conclusions. In particular, his choice of the penal institution at Mettray, near Tours, is perfect as

a prison which helps to personify the carceral system. Within it is included the Prison, the School, the Church, and the work-house (industry), all of which feature heavily in his argument. The prisons at Neufchatel, Mettray, and Mettray Netherlands were perfect examples for Foucault, because they even in their original state began to show the traits which Foucault was searching for. They showed the body of knowledge being developed about the prisoners, creation of the 'delinquent' class, and the disciplinary careers emerging.

Since its beginnings with Socrates, philosophy has typically involved the project of questioning the accepted knowledge of the day. Later, Locke, Hume, and, especially, Kant developed a distinctively modern idea of philosophy as the critique of knowledge. Kant's great epistemological innovation was to maintain that the same critique that revealed the limits of our knowing powers could also reveal necessary conditions for their exercise. What might have seemed just contingent features of human cognition (for example, the spatial and temporal character of its objects) turn out to be necessary truths. Foucault, however, suggests the need to invert this Kantian move.

Rather than asking what, in the apparently contingent, is actually necessary, he suggests asking what, in the apparently necessary, might be contingent. The focus of his questioning is the modern human sciences (biological, psychological, social). These purport to offer universal scientific truths about human nature that are, in fact, often mere expressions of ethical and political commitments of a particular society.

Foucault's "critical philosophy" undermines such claims by exhibiting how they are just the outcome of contingent historical forces, and are not scientifically grounded truths. Thus, the formal curriculum in our school system, demarcated by disciplines such as history, physics,

chemistry and biology represent a serious intellectual fraud which school managers are often times compelled to impose on students. These disciplines, Foucault (1972) points out, do not in any way represent any truth as they are expressions of the whims of the powerful people in society

2.6 Role of the Media

According to Kottak and Kozaitis (1999), the media has the capacity to “propel a globally spreading culture”. It is those who control the media who are the “key gate keepers”. They take on roles played historically by political and religious leaders. They regulate public access to information. They have the power to direct public attention toward some issues and away from others. Thus, the West uses the media; in this case, the electronic media to develop configurations that ultimately tend to dominate the rest of the world. It is these cultural formations that the youth-teachers and students in Kenyan schools are continuously exposed to.

At the heart of the dominating Western cultural dispensations are deliberate tendencies to create stereotypes as well as unfounded opinions about people, knowledge and human values. But closely linked to the media is the world of internet. Eric Aseka (2005) contends that the internet is a major source of criminal planning and communication. He adds that the internet cannot be separated from the real world and real people. Yet it is obvious that this information super highway called the internet is the one which spreads diverse cultural goods from the West. How do these goods affect school management in Kenya? It is probably true the media-both print and electronic- are some of the most powerful agents of globalization. There is little doubt that, in our contemporary times, every school-going youth can hardly escape the overwhelming influence of the media. Similarly, as high-lighted in **The Globalist** (September 7, 2001),all

members of the teaching fraternity in the modern school are constantly confronted by the excessive cultural varieties posed by the newspaper, the magazine, the radio and, to an increasing degree, the television. It has to be appreciated that in its true manifestation, the media conveys to society, diverse cultural values and goods that cannot be summarised in less than one simple statement or terminology. Broadly, however, the media is itself a post-modern space on which cultural plurality is unreservedly celebrated. It is a terrain where several truths and several standpoints are negotiated, recognised, appreciated, chosen and contested.

Through media organs such as the radio, the newspaper or a television channel all issues of the human experience- sports, music, leisure, politics, religion, education, war, people, science, art, and business- are routinely highlighted. Thus every media instrument presents, in its own diverse and unique way, the whole world to individuals and to given societies.

Evidently, one could find most of the world in a newspaper, a magazine, a radio station, and a television network. Because the fundamental character of the modern media is its capacity to collect human diversities and experience and highlight them under one roof, this development has signified that the contemporary person is now able to make choices by deciding which articles to read in a newspaper and which programs to listen to over the radio or which ones to watch on television. Depending on which category of the human population one is looking at, some newspaper articles, radio and television programs could stand out as more popular than others. Indeed, programs which might be popular to the youth might be less attractive to adults. For example, while adults might prefer to read newspaper articles or watch television programs dealing with politics, and business ideas, the youth might chose to go for items related to romance, sex, leisure, fashion and sports. The foregoing argument makes it untenable for

contemporary adults to assume the role of determining which program, item or article were better for a particular category of people than the other.

Internet sites are private affairs that those who visit them often would not discuss them in public. Like the radio and the television, the internet conveys a multiplicity of values which cut across such domains as morality, aesthetics, politics, religion, science, art, sports and even violence. Thus, a typical student in our modern secondary school is site upon many identities, negotiated and contested as demonstrated by Appiah(1994) in *the Annual Review of Anthropology*. The experience the students get on the net tends to shape them into different but diverse personalities.

Depending on the intensity of one's specific experience some identities tend to be more pronounced and more explicit than others. Both students and teachers who have been overexposed to the globalizing dispositions of the radio, the television and the internet have become destabilizing agents of the disciplinary rigidity of the traditional school; they also exhibit behavioural features of defiance, and are generally uncomfortable with the school rules and the school curriculum

A recent survey by Kenya's authoritative research firm-Steadman- shows that at least 10.7 million Kenyan homes have access to either a radio or a television set (*Daily Nation* March 19, 2008). According to the same source, 7.5 million possess radios while 3.2 million others have television sets (see figure 2.1).

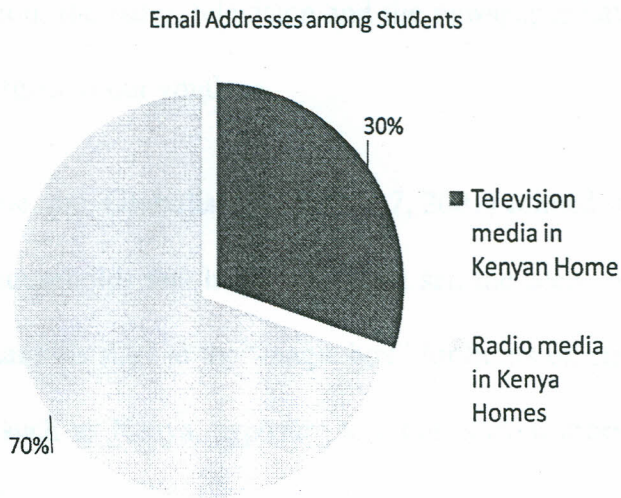


Figure 2.1: Possession of Radio and Television in Kenyan Homes

Of the homes with radios, 5.5 million are in the rural areas while 1.9 million are in towns. On the other hand, 1.8 million television set owners are in rural areas while 1.4 million live in urban centres (Ibid)

Besides, Kenya now has 14 television and 63 radio stations. Furthermore, in terms of readership, 2.2 million urban dwellers read newspapers every day as compared to 2.6 million in the rural areas who read newspapers every day (see figure 2.2).

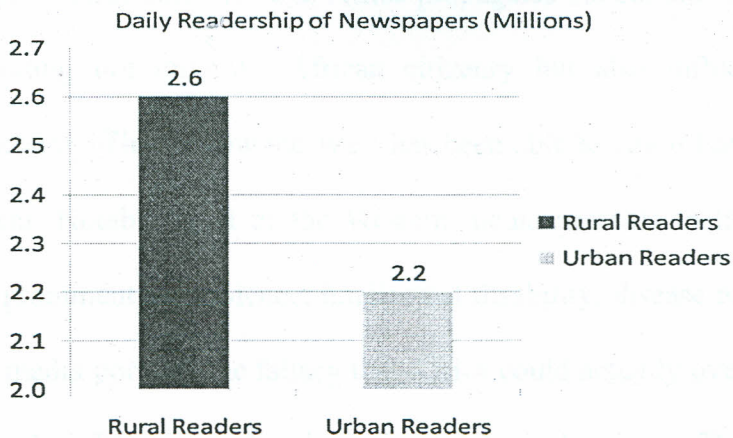


Figure 2.2: Daily readership of newspapers (millions)

As agents of globalization, the radio, television and the newspaper have collectively consumed all the attention and energies of our youth.

Writing on the same issue, the **Globalist** (September 7, 2001) echoed similar sentiments when it observed that in most households that had a television set, the scene was the same all over the globe. It pointed out that kids stare at the “magic box” for hours on end mesmerized! , In most Third World countries such as Kenya, exposure to radio is even more manifest because many average families can afford to purchase this crucial instrument. Consequently, whether in school or at home, many youth cannot escape the powerful influences of radio and television and print media.

There is little doubt that the electronic media conveys specific cultural goods and values from all over the world. However, depending on where one is, some of these goods and values are often given more prominence than others. Because of poor financial and technological abilities, most media houses operating within the formerly colonized spaces of Asia and Africa are profoundly dependent on or are mere extensions of the information regimes of the West.

Through these linkages, electronic media in Africa propagates the cultural values of Europe and America by penetrating not only the African citizenry but also influencing such critical institutions as the school. That is how the West has been able to control and wield power over the African continent. Notably most of the Western media presents to the world an African continent which is prominent for violence, intellectual disability, disease and poverty. Besides, the Euro American media portrays the fallacy that Africa could actually overcome the foregoing problems by embracing Western cultural and technological values. Therefore it is hardly

surprising that every African child aspires to embrace something or somebody European reduce human existence to some all-embracing common denominators.

Michel Foucault decries the tendency of modernity and modernist institutions to levelize and reduce human existence to some all-embracing common denominators. In his informative work, The Archaeology of Knowledge (1972:3-9), Foucault celebrates difference and condemns totalizations, normalizations and universalizations including those envisaged in such modernist institutions as the school. The responses received from the students in the area of study reflects the reality that, indeed, unless re-invented, such institutions of modernity as the school might be coming to an end, (or is it the case of Nietzsche's *God is Dead?*) as more and more seek to do things which in the consideration of the management could be cases of indiscipline. (See Nietzsche, 2002)

In the realm of Michel Foucault, another French Post-structuralist, Jean Jacques Derrida (1997) insists that every text is undecidable in the sense that it conceals conflicts within it between different authorial voices. He adds that every text is a contested terrain in the sense that what it appears to 'say' on the surface cannot be understood without reference to the concealment and contextualization of meanings going on simultaneously to mark the text's significance, The youth are left to make their own meaning out of what they read and in the end make decisions that frequently become issues of concern for school managers.

Depending on the intensity of one's specific experience some identities tend to be more pronounced and more explicit than others. Both students and teachers who have been overexposed to the globalizing dispositions of the radio, the television and the internet have become destabilizing agents of the disciplinary rigidity of the traditional school; they also exhibit

behavioural features of defiance, and are generally uncomfortable with the school rules and the school curriculum

2.7.0 Disciplinary Challenges

2.7.1 Music

Contemporary discourse on global cultural flows and related outcomes has moved to the centre stage in scholarly research. It is a discourse that implores scholars to focus on some of the fundamental world views on globalization and the links among different communities in the world as well as ramifications of such links.

In his seminar paper Richard Ssewakirianga,(1999) contends that music was one of the fastest moving cultural artefacts in contemporary times. The space that music occupies in this trajectory is a very central one. Music has subverted the notion of national boundaries and transformed existing spaces and contexts to allow for the emergence of new identities. For the young people in a district like Butere-Mumias, music has become a genre that liberates and allows self-assertion. Global popular music has had a great influence on the youth

The dissemination of music produced in the United States of America is perceptively on the increase and products are marketed through sale of music videos, cassettes and compact disks. The very “Western genres” are promoted in the radio and television stations. Soap operas, comedy shows, music time movies and sports shows are very popular among youth viewers. In retrospect, Ssewakirianga avers that the popular entertainment genres have some common

constitutions; which express vulgarity, sexual resonance, preposterous violence and good time's symbolisms. (Ibid: 24)

Some of the good times symbolisms include, care free teenage/youth sex, pregnancies, unions and drug abuse. These can be associated with the youth music stars like Aaliyah who at age 15 was already famous and hooked to a man many years her senior in a shaky relationship (<http://www.africansisters.com/Aaliyah.html>). The other case is that of Brenda Fassie who until her death a few years ago had got herself hooked to drugs and a carefree life (http://www.southafrica.info/what_happening/arts-entertainment). Aaliyah and Fassie are some of the most adored models of our youthful teachers and students. The question is, will the youth in our school glorify Aaliyah, Brenda Fassie, Whitney Houston, and Bobbie Brown or will they take their conservative head or class teachers as role models?

2.7.2 Soccer and other sports

There is no doubt the game of football has become a global sport with wide appeal to both the young and the old. In an average high school, one would find that two out of every three youths know something about world football and its celebrities. A lot of high school youth tend to glorify soccer stars not just for their prowess but more so for their anti-establishment behaviours. Indeed more youth appear to admire the anti-social activities of the soccer stars. (Oranga O.I, March 23' 2007)

Commenting on massive dissent by the youth, Biaya (1999:32-38) contends that Basketball stars and fans alike in South Africa have idolised Dennis Rodman of Chicago Bulls not just for his talent as a sportsman but for his eccentricity, brutal violence, hostile manner and antisocial escapades. Rodman is a role model not only to the basketball team but also to the young people

in the street gang. This is no different from our Kenyan youth who also idolise local soccer icons such as Dennis Oliech and a host of influential players in European leagues. Any type of behaviour these celebrities exhibit is thus bound to influence the youth. How can managers make sure that only the most desirable aspects of the stars' behaviour are copied by the youth?

2.7.3 Fashion

Young school-going African youth have tended to associate certain fashion modes to vitality. Indeed, every youth hairstyle and dress mode are themselves cultural statements which might, among other messages, convey signals of violence, freedom and sexuality.

Those who adorn/go for particular art forms and hairstyles – Reggae: Bob Marley, Rap: BIG/Tupac Shakur, Boxing: Mike Tyson, Basketball: Dennis Rodman, subjugate and symbolize an African identity and an art form in which violence is the key to contemporary. T.K.Biaya(1999) further states that these art forms tend to point the way for male and female identity in Africa. But these contextualised borrowings tend to link young Africans to the rest of the world they feel they are an integral part of. Yet some hairstyles have been adorned by the youth as a sign of protest.

Today it is a common to hear French speaking Africans using the word “coiffe headdress”. This new usage, which comes from a misreading of a sign on the window of a Congolese hairdresser in Paris, refers to any hairstyle that differs from the conventional hairstyles worn by people who are not in touch with the latest fashions. This cultural authentication of a misinterpreted term goes to show just how much power it conveys in the world of young people who are at odds with their own society and want to keep in touch with society's globalizing world (ibid:37).

Besides, many youth now want to express their youth by wearing tight swim-suits and mini clothes that expose vital parts of their bodies to the full.

2.7.4 Divergent Views on Indiscipline

Ask Kenyans what worries them most about the public schools, and the answer might surprise you: discipline. The recent spate of unrest in Kenya's schools attests to this. Citing grievances ranging from poor administration, poor diet to fear of the mock examinations, students in several schools in the country went on strike at various times between June and July 2008, causing massive destruction of property worth millions of shillings. Although the strikes in the past have been a common feature of Kenya's secondary schools, the 2008 incidents looked rather intense, well organized and ruthless. In some cases, the strikes resulted in very bad injuries. In other cases (Daily Nation, July 8 2008) they led to the death of some students. For example in the strike executed by the Upper Hill High school students, Noor Mohammed, the assistant school captain and a form three student died as he tried to save other students who luckily escaped with serious burns.

Though fortunately only a small percentage of schools will ever experience real violence, the public's sense that something has gone drastically wrong with school discipline isn't mistaken. Reacting to the increased rate of violent strikes, that resulted into loss of lives during the months of June and July 2007, Kenya's Minister for Basic education Prof. Sam Ongeru, (*People's Daily*, July 2008) attributed strikes in schools and educational institutions to: fear of mock examinations; weak institutional management; political and other influences; drugs and substance abuse; misuse of mobile phones; and child abuse. The Minister's comments came

against the backdrop of concerns that in the month of June 2008 alone, the country had recorded close to 300 strikes in secondary schools (Ibid).

Persuaded that the mobile phone had something to do with the unrest, the Minister banned the use of mobile handsets in schools. Prof. Ongeru also directed schools to stop buying luxury buses fitted with television sets and powerful music systems, urging schools to hand over to police students who either organized or took part in violence (*Itenewsafrika.com* October 2, 2008) The same source reports that during the third week of July 2008 alone, more than 20 schools had been closed countrywide.

The Minister for Gender, Children and Social Development- Esther M. Mathenge - reacted to the rising cases of strikes by condemning those who had began advocating for the return of corporal punishment and caning in schools. In a policy statement, (*Unrest in Secondary Schools in Kenya* 2008) she observed that:

The discipline of our children both in school and at home is determined by many factors. Among these factors parental upbringing lays the most important basis for the discipline of the child. Beyond the home, the social environment plays another fundamental role in shaping the child's character. Corporal punishment has been used for long in our society both at home and outside the precincts of home to "instill" discipline. Compliance through caning is often mistaken for discipline. However, research has shown that this form of violent approach to "discipline" is counter-productive in the long run. Corporal punishment dehumanizes the child, is brutal and instills fear in the child which inhibits the child's normal growth and productivity. Most proponents of corporal punishment are losing sight of the very basic fact that approaches of instilling discipline abound in our midst. Guidance and counseling is yet to be fully embraced in our schools, yet it is one of the best methods of reforming children.

Further, the Minister noted that:

In several international treaties that Kenya has ratified, corporal punishment has been regarded as a form of physical violence against children. The World Health Organization defines physical abuse as the intentional use of physical force against a child that results in or has likelihood of resulting into harm of the child's health, survival, development or dignity, examples include hitting, beating,

kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. The Children's Act of 2001 categorizes corporal punishment as a form of violence against children. It is against this understanding that the Act outlaws it. The Ministry of Education adhered to the Children Act 2001 by banning corporal punishment in Kenyan Schools through Legal Notice No. 56 of 2001. This notice effectively repealed Legal Notice No. 40 of 1972 which had introduced corporal punishment into the Education Act (*Ibid*).

Evidently, these conflicting views about indiscipline in schools demonstrate the clash between the traditional school system and the emerging counter-movement of global values in learning institutions. How is the school manager supposed to harmonize the two forces? What's been lost is the educators' crucial role of passing on cultural values to the young and instructing them on how to behave through innumerable small daily lessons and examples, (*Obiero, 0.1 12 August 2008*). If the children become disruptive and disengaged, who can be surprised?

The rising spate of indiscipline has forced head teachers in Kenya to press the alarm bell. Cleophas Tirop(Daily Nation July 2008), national chairman of the Kenya Secondary School Heads Association lamented:

In June we had an average of 10 cases of unrest daily compared to about two last year. The trend is worrying as incidents of burning down school property are now the preferred choice of many students in expressing grievances.

Tirop warned that indiscipline in Kenyan schools had reached unmanageable levels, arguing that teachers were unable to enforce discipline as their hands were tied by the law. He alluded to the legal impediments occasioned by the Children's Act, which was passed in 2001. The Act outlawed caning in schools. Tirop lamented that:

Teachers dare not punish a student lest they be dragged to court. They can neither cane nor use other forms of punishment as these amounts to abuse according to the law (*Ibid*).

The heads Association chief accused parents of being too liberal and for unnecessarily pampering their children.

On his part, the Kenya National Union of Teachers Secretary-General Francis Ng'ang'a (NewsfromAfrica July 2008) observed that in the previous year, court rulings evoking the Children's Act had undermined disciplinary measures against students and laid the foundation for lawlessness in schools. The Children's Act which became law a few years ago has thus expanded the due-process rights of students in Kenya. Students have learned that, if a school official does something they did not like, they could sue him, or at least threaten to do so. But lawmakers have failed to see how they were radically destabilizing traditional relations between adults and children and thus eroding school discipline. Ngang'a observes thus:

Parents have given too much freedom to their children. They are accompanying them to entertainment joints, where they are exposed to all sorts of behavior. They must come back to their senses and realize that they are ruining their children.
(*Ibid*)

Experts say that liberal parents, the ban on caning, some provisions in the Children's Act, and lack of role models of high moral integrity are some of the factors that have robbed teachers of the power to correct wayward students. But parents said they were preoccupied with the quest to feed their families and had little time to monitor their children. Indeed, in its current form, globalization glorifies money and promotes the reckless admiration of unrestricted life at the unfortunate cost of breaking down family values. According to Mr. Musau Ndunda, (O.I June 2008) the secretary-general of the Kenya National Association of Parents (KNAP):

It is true that as parents we have failed in our responsibility. We are too busy looking for money and we prefer to put our children in boarding schools the moment we notice signs of indiscipline.

The apathy expressed by teachers and parents paints a grim picture of the country's future and that of millions of youths currently in school, who are now running wild, burning schools, engaging in sex and sinking deep into drug and alcohol abuse(*Sitati, O.I 23rd May 2007*).

A recent study by Africa Mental Health Foundation gave credence to concerns over runaway indiscipline. The findings revealed that school children as young as 11 years were falling prey to drug abuse. The study warned of major economic costs and loss of the country's workforce if urgent measures are not taken to reverse the trend. It also backed teachers' assertions that parents were "dumping" their children in schools, never making any follow up on disciplinary cases.

Other studies have shown that children whose parents were highly educated were most at risk. About 43 per cent of students whose parents had a university degree abused alcohol compared to 23.6 per cent whose parents had a high school education. The researchers concluded that highly educated parents were too busy with their careers to give attention to their children. Educated parents, too, tended to give their children a lot of pocket money and allowed them to go out without supervision.

Another report released by the Centre for the Study of Adolescents(Daily Nation July 2008) revealed that more than 56 per cent of secondary school girls engaged in sex.. Teachers say that difficulties in enforcing discipline increased as students progressed up the learning ladder, with students in Form Four reporting major problems related to drugs, alcohol abuse, bullying and sneaking out of school.

School bureaucracies have struggled to restore the discipline that the courts and parents have taken away, but their efforts have only alienated students and undermined adult authority even

more. Discipline enforcers have to go through long procedures of due process: hearings, specific charges, witnesses, and appeals. In many schools, teachers are intimidated by their students. Out of fear of retaliation, they fail to report problems or ignore them hoping that the students responsible would quit the bad behaviour by themselves. Because of the raised awareness of the civil rights of children, the law requires adults to go through expensive, time-consuming and confusing procedures in regard to school discipline. (*Chitechi, O.I, October 10 2007*)

These legal procedures do protect the rights of children, but make it very difficult to stop school discipline problems. Very simply; too many adults fail to model the behaviors they want from students. Modeling the rules that students are to follow should be required of all adults. All adults in a community, especially parents and teachers, need to model integrity and honesty. Because of internal administrative problems or lack of procedures, many school officials fail to enforce the rules or punish students for infractions. Some fear lawsuits from parents; others just don't care, or they're "burned out". Studies have shown that many rules are not strictly enforced. Lots of school and classroom rules don't make sense to students. Some discipline codes are "fuzzy" and not clear on expectations and punishments.

Worse, the influence of lawyers over school discipline means that educators speak to children in an unrecognizable language, far removed from the straight talk about right and wrong that most children crave. Nowhere is there any indication that adults are instilling in the young, qualities they believe in and consider integral to a good life and a decent community. The effect of the global collapse of adult authority on kids is practically to guarantee their mistrust and alienation. Schools in this country, particularly high schools, tend to become what sociologist James Coleman called an "adolescent society," dominated by concern with dating, sex, and

consumerism. The loss of adult guidance makes it certain that adolescent society—more powerful than ever, if we're to believe television shows as *Passion*, *The Bold and The Beautiful* and *Miami Sands*, *Nunca te dire Adios*—will continue in its sovereignty.

Quaking before the threat of lawsuits and without support from their superiors, educators hesitate to assert the most basic civic and moral values that might pose a challenge to the crude and status-crazed peer culture. When they do talk, it is in a language that doesn't make any sense to kids and cannot possibly compel their respect.

2.8 Role of Culture

Chattarjee (1993) looks at the powerful cultural products of nationalist imagination in Asia and Africa. He laments the tendency by Western modernity to normalize diverse practices into a homogeneous national culture supervised in the end by the post-colonial state. During this experience, the post-colony undertakes to suppress identities of subordinate groups. The school, it is evident, was one instrument through which the nation-state in Kenya was used to ensure the Western control of its colonial subjects. Now, within the post-independence dispensation, the school still seems to serve the purpose of being a device through which the ruling elite and powerful people control its youthful citizens. We shall shortly explore how this experience is taking place in the secondary schools of Kenya's Butere-Mumias District and the challenges school managers are confronting, as a result.

Anthony King (1991) interrogates the problematic of culture and globalization by presenting the views of theoreticians from diverse disciplines including cultural studies, sociology, history, cinema and anthropology. In addressing the relevance of different prisms and categories (ethnicity, race, gender, class and nation), King highlights the heterogeneity of space in the

nation-state, which also implies multiple identities. The struggles between the local and the national, the national and the international are clearly demonstrated. This study benefits from this rich analytical data in interrogating the Kenyan school system.

2.9 Other Sources

Other works in related fields include Muigai (1995), Radhakrishnan (1993), Kisiang'ani (2002), Shohat (1992), Shaobo (1997), Manchuelle (1993), Evans (1997), Bartky (1994), Leys (1975), Fawcet, (1989), Carmichael et'al (1991), Mbembe (1999) and Barkhan, (1992), Bagola (1983), Aseka (2005). Data from these sources will variously be utilized to enrich the study.

2.10 Summary and Conclusion

This section has attempted to discuss in detail media reports on indiscipline in various educational institutions. It has highlighted the reality that school managers are confronting a serious disciplinary situation yet very little effort has been made to investigate the role of globalization in this emerging situation. Furthermore in interrogating the crisis of indiscipline in schools, a lot of attention has been focused on students yet it seems apparent that the teachers have also been subject to disciplinary concerns.

The role of the government in attempting to confront the problem of indiscipline in schools has been discussed. Although the government appreciates that there was indiscipline in schools, it has not sponsored research to explore the global dimensions of this problem. It has also been pointed out that research projects in the local universities have in equal measure overlooked the impact of globalization on school discipline. The literature review we have provided recognises the power of globalization among the youth and appreciates the need to investigate the influence

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the following: the research methodology which includes the design of the study locale, target population, sample population, sampling procedures, research instruments, piloting, reliability and validity of research instruments, data collection and analysis procedures.

3.1 Design of the study

The methodology of carrying out any research depends on the type of study. This is a non-experimental or descriptive survey to find out the issues and challenges posed by globalization that head teachers face with regard to indiscipline in schools in the Butere-Mumias District.

Survey studies are conducted to determine and report things the way they are (Mugenda and Mugenda 1999). A survey is also used to collect data about opinions, attitudes, practices and suggestions for improvements using a large sample. Therefore, the research design for this study is appropriate because the researcher employed it to effectively identify the effects of globalization on discipline in schools in Butere-Mumias. Further the design has also been applied to investigate the disciplinary issues and challenges the school managers face in the district under review. The researcher has undertaken to report the way the situation is without manipulating the respondents. Data was thus collected on the effect of globalization on teacher discipline, effect of globalization on student discipline and opinion of managers on globalization and student and teacher discipline.

Besides, the researcher has utilised data from secondary sources. Secondary data was mainly harnessed from local libraries in Nairobi including, the Moi Library at Kenyatta University, the Macmillan Library and libraries at the *Nation* and *Standard* newspaper premises in Kenya's capital city, Nairobi. There is little doubt that this study has also benefited from the enormous data, on the problematic of globalization that is readily available on the Internet.

3.2 Variables

The variables are the two competing forces of globalization namely the traditional (modern) and neo-liberal (post-modern) variants and their impact on the discipline of the youth in schools. The two forces are independent variables while the youth in either of the forces are dependent variables

3.3 Study Locale

The study area is Butere/Mumias District of Western Province which has four constituencies – Matungu, Mumias, Butere and Khwisero. Butere-Mumias was chosen because two of the constituencies - Matungu and Mumias - are fairly cosmopolitan in that they border Mumias Sugar Factory which employs personnel from across the country, and to smaller degree beyond. Most of their children end up in schools in the constituencies. The researcher chose Butere-Mumias District because she teaches there and so was interested in the development and quality of education in the area. It is important to note the district has since been split into Butere, Matungu and Mumias following President Kibaki's pronouncements earlier in the year.

3.4.0 Target Population

3.4.1 Schools

Butere/Mumias has a total of 62 public secondary schools with an average total of 62100 students and 1292 teachers. The target population is therefore in the 62 public schools (see Table3.1).

Table 3.1 Number of Secondary Schools in Matungu, Mumias, Butere and Khwisero constituencies

Constituency	Boys' Boarding	Girls' Boarding	Mixed/Day/Boarding	Total
Matungu	2	2	11	15
Butere	2	2	10	14
Khwisero	3	3	10	16
Mumias	3	5	9	17
ACCUMILATED TOTAL				62

Source: Butere-Mumias District Education Office

3.4.2: Respondents

The study population consists of all head teachers, deputy head teachers and teachers of the selected schools of Butere-Mumias District and all students.

3.5.0 Sample Population

3.5.1 Schools

A total of twelve schools were involved in the study. There were four girls' boarding schools, four boys' boarding schools and four mixed/day/boarding schools as selected from the four constituencies that make up Butere-Mumias District. The breakdown of the schools is depicted in table 3.2 below

Constituency	Category of schools			
	Girls' boarding	Boys' boarding	Mixed/day/boarding	Total
Matungu	1	1	1	3
Mumias	1	1	1	3
Butere	1	1	1	3
Khwisero		1	1	3
Total	4	4	4	12

Table 3.2 Total Number of Schools Selected for the Study

3.5.2 Respondents

The study involved twelve head teachers or deputy head teachers, twelve head prefects, forty eight teachers from the targeted twelve schools. Several students were individually interviewed or generally involved in Focus Group Discussions. Head teacher/deputy head teachers, deal with disciplinary issues of both teachers and students. They therefore gave information on how they thought globalization affected the discipline of both the teachers and students in their schools. Because head prefects are part of the disciplinary forces of schools, they were also interviewed on various issues of student discipline.

3.6.0 Sampling Procedure

3.6.1 Sampling of Schools

Simple random sampling through balloting was used to select the schools in each constituency to be involved in the study. To ensure equal representation in proportion to the total number in each constituency, the schools were stratified according to girls' boarding, boys' boarding and mixed/day/ boarding.

A study by Gay (1976) suggests that for descriptive research under which survey studies fall, a sample of ten (10) percent of the population is considered minimum, while twenty (20) percent may be required for a small population. Gay does not show how he arrived at ten percent of the population and also does not define what a small population is. At her own discretion, the researcher selected for study, twelve schools, representing 19% of the total sample.

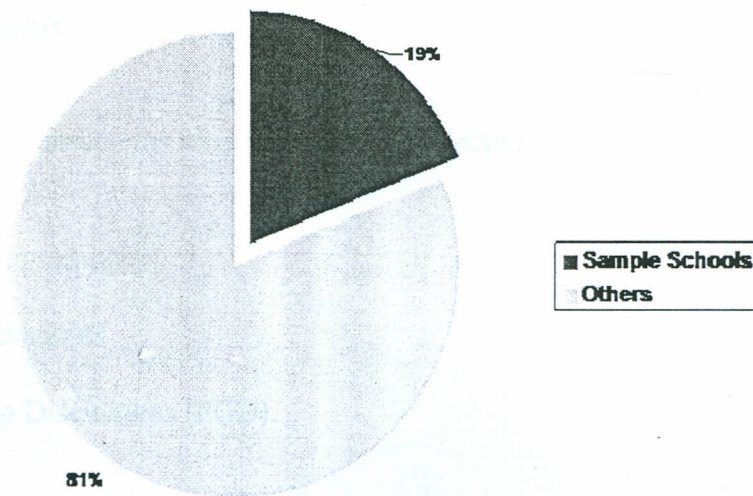


Figure 3.1: Sampling of Schools

Simple random sampling was used to select the boys' boarding and girls' boarding schools. To select single boys' boarding school and the single girls boarding school, papers were folded according to the number of schools with all except one marked NO. The one marked YES was selected. The same was done in selecting the mixed school.

3.6.2 Sampling of Respondents

The researcher targeted all head teachers/deputy head teachers and head prefects from the sample schools to determine the sample size of the study. All head teachers/deputy head teachers and

head prefects of the sample schools were selected for the study through purposive sampling. Simple random sampling through balloting was used to select four teachers and 19% of the total student population in the sample school. To ensure equal representation in proportion to the entire population of the teachers of the schools of study, the teachers were stratified according to gender, while students sampled according to classes in the same sex schools and classes and gender in the mixed schools.

3.7 Research Instruments

The following research instruments were used in data collection:

- Questionnaire samples
- Interview schedules
- Focus Group Discussions (FGD)

There were two questionnaires:

- One for students
- One for head prefects

One interview schedule:

- One for the head teacher/deputy head teacher

There were two Focus Group Discussions:

- One for students
- One for teachers

3.7.1 The Questionnaire

The ideal questionnaire for this study is one that is widely used in educational research to obtain information about certain phenomena, conditions and practices and to investigate into motivations, feelings, opinions, attitudes and practices of an individual or a group (See Kothari 1989). Some of the issues this study has investigated include establishing students' knowledge of globalization and its effects on the discipline in schools.

The questionnaire consists of open and close-ended items. The open-ended items were used because they allowed the respondents the freedom to respond to the items in their own words. This revealed certain information and feelings that could not be captured in close-ended items.

The questionnaire was divided into two sections:

Part A: Background information.

Part B: Information about globalization and discipline.

3.7.2 Interview Schedules

The interview schedule was used to provide in-depth information that could not be captured through the use of questionnaires. These yielded higher responses because the researcher had the opportunity to explain to the respondents the nature and purpose of the study and to clarify meaning of items that might otherwise be misinterpreted.

One interview schedule was administered for the head teacher/deputy head teacher. The interview schedules were deliberately semi-structured so as to harness wide, varying, holistic and

in-depth information on the effects of globalization and school discipline and to explore how these pose challenges to school managers.

3.7.3 Focus Group Discussions

Focus Group Discussions were arranged for teachers and students. In both cases, the researcher operated as a regulator. During these discussions the researcher raised questions about globalization, school curriculum, school routine, school prefects, and school rules among other things. This helped the researcher to gauge the conflicts between globalization and the traditional school management practices in the Butere-Mumias District's secondary schools. In total, 480 students participated in various Focus Group Discussions.

3.7.4 Validity of the Research Instruments

Content validity is the extent to which the research instrument measures what it is supposed to measure. The researcher's supervisor and a research methodology specialist were used to establish how well the items reflect or are related to the objectives of the study. The views of the specialists were analyzed without reference to any of them. Their comments were incorporated in the final instruments.

Reliability of the Research Instruments

3.7.5 Reliability of Research Instruments

Reliability is the degree to which a test consistently measures whatever it sets out to measure (Kothari 1989; Orodho 2004; Mugenda and Mugenda 1999). To test the reliability of the questionnaire or interview schedule, the researcher codified all responses to the open-ended items. A split half correlation co-efficient was calculated by splitting the items into two according to odd and even and then applied the Spearman Brown Proficiency Formula to

determine the correlation co-efficiency. A co-efficiency of internal consistency of 0.71 and above was accepted.

3.7.6 Piloting

Piloting is done to measure the validity of the instruments, to ensure that they are clear to the respondents. Piloting helps to eliminate the ambiguous questions. The result of the pilot study helped to establish any weaknesses in the research tools basing on the way the respondents respond to them. The pilot study was also used to estimate the amount of time the respondents took to respond to the items of the instruments. Appropriate changes/adjustments were made where necessary, prior to the administration of the tools. The researcher conducted her pilot study in a mixed day boarding school as it assured her of a balanced representation – it had boarding boys, boarding girls, day boys and day girls. It was quite convenient since it only required a one day visit to the school

3.8. Data Collection Procedure

Data collection from each school selected for the study took several days depending on the administrative schedules of the school. In some cases, the researcher had to visit schools and respondents several times in order to get the data required. The researcher began by obtaining permission from the head teacher or deputy head teacher.

The questionnaire for students and head students was handed over to the deputy head teacher, with explanations about the purpose of the study and how to respond to the items. The respondents were asked to respond to the questionnaire within the stipulated time to minimize

consultations among targeted students and teachers. The interview schedules to the head teacher and the deputy head teacher were personally administered by the researcher. For clarity, the researcher posed probing questions and each interview schedule lasted between twenty and twenty-five minutes.

The Focus Group Discussions for the teachers and students were organised by the deputy head teacher. For large classes students could be broken into small groups supervised by the deputy head teacher or the researcher herself. However, small classes were themselves treated a complete Focus Groups Discussions which were assembled during games time. The teachers on the other hand met after school. The duration of FGDs was approximately forty minutes. At all times, the researcher made sure the confidentiality of the respondents was sustained.

3.8.1 Methods of Data Analysis

Part of the data was analyzed at the time of collection. Qualitative data analysis was used to scrutinize the open-ended data. To review the objectives, data was categorized according to research questions of the study. On the other hand, to analyse content, the researcher examined the intensity with which certain words, points of view and emotionally- laden words were used.

Data collected from this research was manually coded and tabulated. To analyse the data, descriptive statistics were used. Results were presented in simple percentages, column charts and bar charts for they are deemed suitable in large data (See Peil, 1982:18).

Mean averages and totals provided the entry points for analysis. Calculations were in percentage forms of exposure to globalization and percentage forms of the effect of the same aspect on

discipline in schools. This formed the basis upon which data was obtained and analysed and appropriate recommendations made.

DISCUSSION, INTERPRETATION OF FINDINGS AND DISCUSSION

THE MOTIVATION, MORALE AND GLOBAL VALUES IN THE BUTERE- MUMIAS DISTRICT

4.1.1. Introduction

As stated in the introduction, this was a cross-sectional study:

- How do the perceptions of the school disciplinary system differ?
- How do the perceptions of the school disciplinary system differ in relation to the influence of global values on secondary school teachers in Butere-Mumias district?
- How do the perceptions of the school disciplinary system differ in relation to the influence of globalization?
- How can these challenges be effectively confronted in order to ensure efficient management of secondary schools in Butere-Mumias district?

The purpose of the study was to investigate the issues and challenges which global values pose for the secondary school teachers but also for their management as well as the

4.1.2. Effects of Globalization on Secondary School Discipline

The first research query was aimed to establish the effects of globalization on secondary school discipline. The two researchers of globalization in the area had different insights on school discipline as they related to the concept of discipline.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

THE MODERN SCHOOL AND GLOBAL VALUES IN THE BUTERE – MUMIAS DISTRICT

4.1 Introduction

As stated in chapter 1, this study is based on three research questions namely:

- What are the effects of globalization on secondary school discipline?
- What are the disciplinary challenges faced by secondary school managers in handling both teachers students influenced by globalization?
- How could these challenges be effectively confronted in order to enhance efficient management of secondary schools in Butere Mumias district?

The purpose of the study was to investigate the issues and challenges which global values have posed not just for secondary school teachers but also for their managers as well.

4.2.0 Effects of Globalization on Secondary School Discipline

The first research question intended to establish the effects of globalization on secondary school discipline. The two major agents of globalization that have had effect on student and teacher discipline are the radio & television and the internet.

4.2.1 Background Information: The Modern Secondary School

A typical Kenyan high school begins with space. The school space is a well demarcated arrangement together with boundaries and fences. Inside the fence are buildings serving different purposes. They also have playgrounds on which certain sports are played under strict rules.

At the top of the administrative ladder of the Kenyan high school was a school head teacher, commonly referred to as the principal. The role of the head teacher is to make sure the school runs smoothly by observing all rules and regulations of the state-approved education system and by ensuring the required curriculum and instruction are executed. This s/he does with assistance of the Deputy Head, teachers and prefects.

In the schools we visited, a well coordinated curriculum system approved by the government was in place. Two forms of curriculum were evident. The formal curriculum composed of subjects taught in the various classrooms which ran from Form one to Form four and the informal curriculum which includes clubs and sports.

Although schools treated the informal curriculum as important, great administrative energy went into the efficient execution of the academic curriculum. This was because the formal curriculum had been sufficiently designed to execute the mental control of the students. In essence, once the mental control had been realized, physical control became easier to achieve.

There was also a school routine that stipulated the time and place where approved activities could be undertaken. Two things are worth mentioning with regard to the school routine was the strict language code and the imposing presence of the bell. But probably the most interesting

feature of the school routine was the fact that all students had, at all times, to be in uniform. In all the twelve schools, it was almost sacrilegious for a student to decline wearing uniform. Besides, while students had the liberty to choose what to eat at their respective homes, in school they could only eat what was offered by the institution.

4.2.2 Radio and Television

In the Butere Mumias district we looked at the issue of electronic media by interrogating both the students and the teachers on the degree of youth exposure to both the radio and television materials. All the twelve head teachers representing 100% of the targeted group reported that they frequently allowed their students to listen to school radios. Out of the same number, six head teachers representing 50% of the total reported that their schools had purchased television sets for school use. The head teachers intimated that they allowed the students to frequently watch news on television and view various sports, cultural and religious programmes.

Similarly, out of the total number of 480 students interviewed on the same subject, 300 of them representing 62 % clearly stated that they had unrestricted access to television viewing in their homes (see figure 4.1)

Students Access to Television in their homes

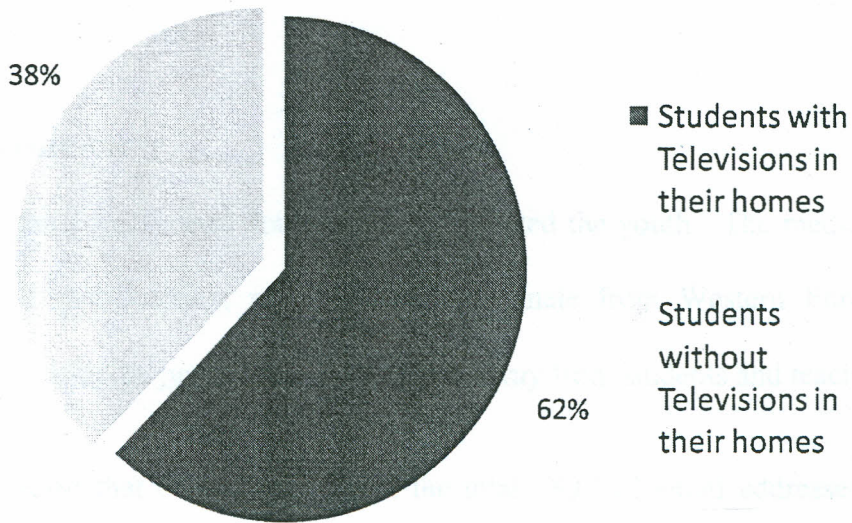


Figure 4.1: Student access to Television in their homes

When asked which programmes the head teachers allowed them to listen to on radio and watch on television, the students generally signified restricted access to radio programmes and singled out teacher preferences for wrestling, soccer matches, rugby matches and Christian programs especially those coming on the weekends. While confirming unrestricted access to radio programmes in their homes, students reported varied degrees of restrictions to some television shows.

Indeed, the students said that despite the parental restrictions, they had invented ways of watching their favourite programmes including such romantic soap operas as the Bold and Beautiful, Cuando Seas Mia, My Three Sisters, Neighbours, Miami Sands, name it. Some of these programmes tend to portray explicit sexual scenes like caressing, kissing and love-making which the school system discourages. Furthermore, in many of these shows, the characters are not model students acceptable to the school system but men and women swallowed in romance,

merrymaking, violence, power and fashion shows (see www.theboldandbeautiful.com , www.imbd.com).

4.2.3 The Internet

The Internet is also a major area that has greatly affected the youth. The media is awash with many features of globalization, most of which originate from Western Europe and North America. These values are just a cyber or a button away from students and teachers.

The researcher learnt that 65 students out of the total 480 had email addresses. This gave a percentage of 14% of the sample population (figure 4.2).

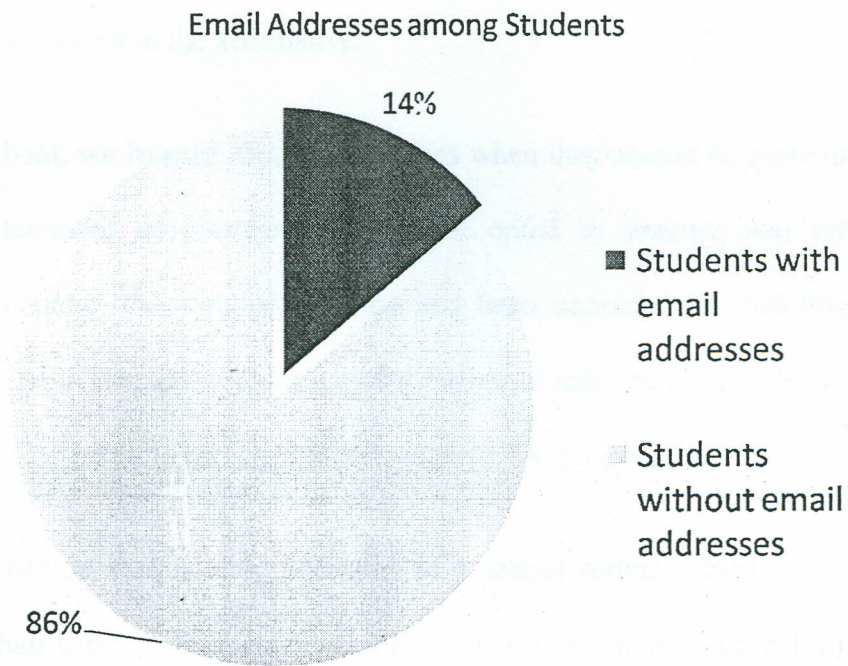


Figure 4.2: Email address among students

Today our children are exposed to all manner of threats to their well-being, personal safety and development-from drug abuse, smoking, gangs and school violence to online pornography,

sexual experimentation; the list is endless. Their peers, the media, the Internet and other outside influences challenge their resolve unrelentingly.

Thus, it is no exaggeration from the foregoing that many youths in the Butere Mumias District schools might actually have already been swallowed by the globalizing instruments of programmes and shows delivered through radio and television.

The critical question, however, to ask is about the impact of these influences on discipline in schools. The impression got is that, first and foremost, all head teachers interviewed argued that most of the radio and TV programmes were destructive to the youth. Yet, asked whether or not they should be allowed unrestricted access to all radio and TV programmes, 86% of the students we interviewed answered in the affirmative.

In one girls' school, we learned that, on weekends when they should be participating in school-approved entertainment programmes, some girls opted to practise and rehearse roles of characters in romantic TV programmes they had been banned from watching by both their parents and teachers. Besides, some girls went further to redo their hair to match the perfection of styles depicted by certain characters in the romantic TV programmes.

This cultural rebellion was notably occurring in a school setting which only allowed girls to either cut their hair short or, like female prisoners, plait it into simple straight lines running from the fore head to the back of the neck. Definitely, the traditional school routine structured in the modernist standpoint does not allow apparent diversions from the normal school practices. In many ways, the foregoing rebellion by the girls could easily be described as a form of indiscipline by those who believe in the normalising dispositions of the modern school.

4.3 Disciplinary Challenges Faced By School Managers In Handling Both Teachers and Students Influenced By Globalization.

The second research question purposed to validate the disciplinary challenges faced by managers in handling both teachers and students influenced by globalization. Like the Foucaultian prison or clinic, the modern school tends to work towards unities and uniformities. Carefully, the managers tend to censor TV programs to be viewed by students as stipulated. When probed concerning their view on these restrictions, 322 students out of the total 480- representing 2/3 or 67% of the total sample population- expressed displeasure at the apparently punitive measures the schools' management had embraced (see figure 4.3).

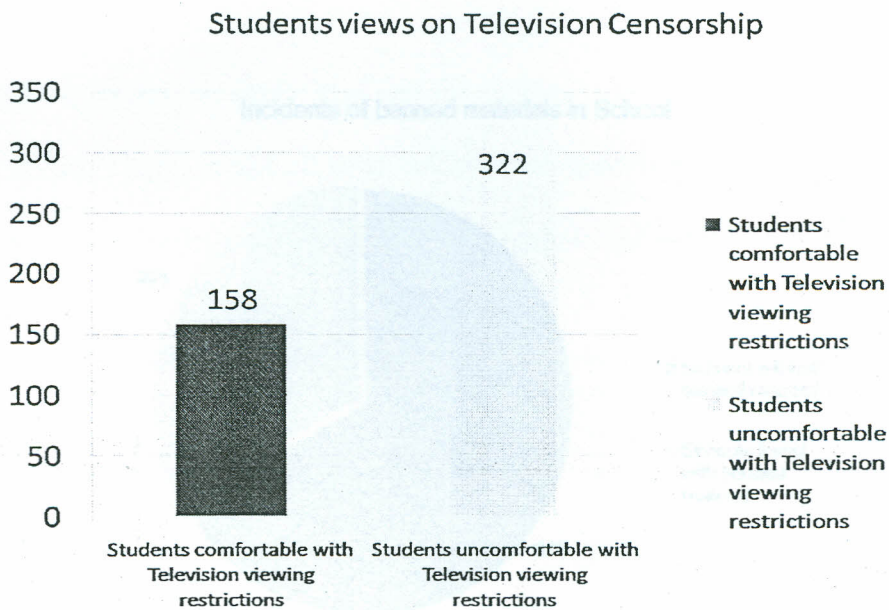


Figure 4.3: Student views on Television censorship

The same number of respondents reported that whenever opportunities arose, the students sneaked banned video materials into the schools. They somehow found time to listen to or even view what was not allowed. In addition an FGD in one Girls Boarding School reported that at

times teachers were the source of these banned items. They were specific on the teacher's age, the young and "understanding ones" (Sitati, 0.1 14 May 2007)

When interviewed on what they did to stamp out the contraband items, head teachers disclosed that thorough checking of students belongings was often done at the gates before they were allowed to enter the school compounds. In addition, impromptu checks were routinely done within the term to make sure no student kept those banned items. However, despite these strict inspection procedures, 8 out of the 12 head teachers we interviewed, representing 67%, still observed that they had found students keeping the banned products in their desks, lockers and even boxes (See figure 4.4). Some of the unethical materials included unmarked pornographic tapes and highly explicit sexual magazines as *Seen* and *Passions*.

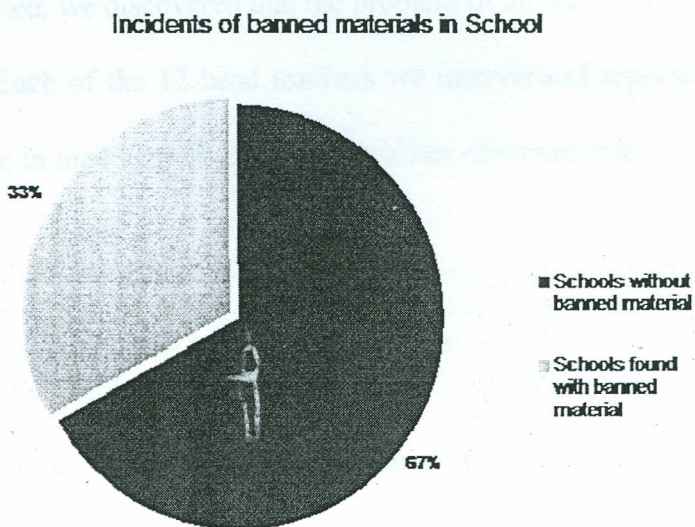


Figure 4.4: Incidents of banned materials in schools

When asked to comment on what they did with the culprits, one head teacher observed that since the distribution and viewing of sexually explicit materials was considered a major offence, those

found committing the crime were often reprimanded. Although the same head teacher was unable to say the type of punishment meted out to those found in possession of offensive materials, she reminisced with nostalgia the past decades when similar offences would attract corporal punishment. She noted that such forms of punishment as uprooting tree stumps, levelising school fields, digging deep holes were no longer allowed by the law (Okaalo I. O. August 29th 2007).

However, in three of the schools in which students had been found with sexually offensive materials, the head teachers reported lack of parental support to deal with the problem as the affected parents neither saw neither their children's offences nor the reason for school management to involve them in managing the behaviour of their off-springs.

In the schools we visited, we discovered that the problem of alcohol and drug abuse had become a worrying concern. Each of the 12 head teachers we interviewed reported varying degrees of alcohol and drug abuse in their schools. One head teacher observed that:

Surprisingly when we catch some students abusing drugs some parents feign ignorance of the problem or out rightly become defensive of their children. Often, such parents come to realize the depth of the problem when they have already lost their children to alcohol and drug abuse (Otando, O.I. 18th October 2007)

One head teacher cited the case of a parent who turned up after being summoned to witness the illegal video materials the teachers had found his son with. On being reminded that his son was a subject of disciplinary concerns because he kept unacceptable materials in his box, the parent stormed out of the office and retorted: *'Call me here only when my son refuses to go to class. His core business here is to go to class'* (Oranga, 01 28th May 2007). This clearly demonstrates that, indeed many parents no longer find such items as sex videos and violent film clips offensive.

Consequently, instead of joining the school managers to force their children back on the 'right track', parents are becoming uncomfortable with school rules so prevalent in the modern school. (Akaranga 0.1, September 16, 2007)

The foregoing scenario pits the school management on one side and the youthful students, the youthful teachers and to some extent the parents on the other. As a result, the head teachers find themselves clashing with both the students, the teachers and the parents. Some of the provocative, explicit and violent items found with the students had the express approval and knowledge of the parents. Some parents, it was observed, felt that the youth should be left alone to do as they pleased, as long what they did did not interfere with their academic performance, arguing that their children had a right to enjoy their freedom. (Namai 0.1, 2007) This view found profound support among the youthful teachers (August 23) were privileged to interview.

From these findings it is not hard for one to imagine the enormous challenges a contemporary school head teacher faces as he/she grapples with the problematic of handling a complex institutional situation that is playground to complex modernist and post-modern dispositions. The critical issue here is the extent to which the head teachers could effectively mediate amongst the different and opposing situations and personalities obtaining within the terrain of a rigid modernist school environment.

Should the head teachers support the position of the youthful teachers and students as well as liberal parents or should the school masters, support the rigidity exemplified by the conservative school routine and rules supplied and supported by the government? (Muganda 0.1, 12 September 2007). Even if the head teachers tried the middle position, how can they effectively strike a

compromise between opposing positions without jeopardising their own employment? These and many issues remain central to interrogating the crisis of discipline in our schools.

Print media has played an integral part in imparting global values to schools. These values have had a great influence on student discipline which has consequently posed challenges for school managers. All the schools that were involved in the study reported that they bought daily newspapers for the teachers and students. The newspapers included the *Daily Nation*, *The Standard* and the *Kenya Times*. These daily papers were always put on the library shelves. Two schools out of the twelve schools subscribed to the *Parents* magazine issues.

In 51 FGDs out of the total 60, numerous reports of proscribed magazines being smuggled into schools emerged. This number represents 408 of the total population since each FGD had a total population of 8 students. This represents a total of 85% of the total sample population. The print media topics that were mostly popular with students and youthful teachers included sports, fashion, sex, music, and politics.

Indeed this appeared true because a typical Kenyan daily newspaper would have the following items covered – sports, business, politics, romance, fashion, death and others. Although one was free to choose to read what they liked in a newspaper one was not free to do as they pleased in school. When interrogated on what they liked about the topics they read in the newspapers, various responses emerged. The male respondents – both students and youthful teachers expressed admiration for the football stars' prowess in juggling the ball. They, in addition, adored some stars for their roughness when dealing with opponents. For example, during the 2006 final World Cup soccer match between France and Italy, French player Zinedine Zidane head-butted his Italian counterpart Marco Materazzi (<http://www.youtube.com/>). To some

students, Zidane's violence was heroic and exemplary. Others expressed their adoration of Zidane's football skills. Still more focussed on the player's hairstyle. Thus, every student watching a game of football was attracted to different things on the players.

The website sites email holders liked visiting included those highlighting items related to entertainment, leisure, pornography, art, beauty, music and horoscopes. Through an open-ended discussion approach, the researcher established that some of the information which the students and some teachers accessed on the net was diverse. Critical to the youth were stories about the sports icons, music stars and other celebrity artists. In a sense, such stories tended to glorify marital cheating, divorce, violence, drugs and wealth. Young people, it was established, were not interested in accessing internet materials which highlighted matters of education and discipline. (*Chitechi 0.1, October 10, 2007*). Indeed some of the careers of the heroes of the high school students tend to demonstrate the insignificance of education in achieving a fulfilling life. Asked who their favourite models were, the students and the youthful teachers named several global personalities with values conservative heads call 'wrong values' (*Muganda I.O, 17th August 2006*).

On the list of the students role model were soccer characters like Ashley Cole (the England Soccer defender who has consistently cheated on his wife Cheryl – (<http://www.mirror.co.uk/news/2008/01/25>); Zinadine Zidane, the French soccer star who head-butted an opponent in the 2006 soccer World Cup in Germany (<http://www.youtube.com/> , <http://www.fifa.com>), Britney Spears, a talented American musician who has been associated with reckless drinking and unapologetic change of partners at the slightest provocation. 50 Cent group, rap artists associated with gangsterism, nude dancing and substance abuse

(www.contactmusic.com/.../50-cent-slams-claims-biopic-glorifies-gun-crime); Tyra Banks (a top American television talk-show host who has had relationship problems; Naomi Campbell, a rich British model who has on many occasions broken the law and found herself in police cells). The list is endless but these role models can hardly find favour and recognition in the traditional school in Kenya. (Liseche 0.1, 15 April 2007)

The new role models for high school students have thus invaded the school system uninvited. The background life of some of the global stars showed that some were scantily educated while others never went through formal education. Yet they ended up making it in life by becoming millionaires. In one girls' boarding school that we visited, we learned how the poorly educated global stars were influencing the lives of school girls. A form two student in the same school had suddenly changed her behaviour. She began by frequently sneaking from school and neither the parents nor the school teachers knew where the girl used to escape to. Suddenly her class performance deteriorated at the end of the first term. When a teacher-parent counselling meeting was organized by the school to discuss her performance, she refused to talk. But at the end of the meeting she rudely retorted that she did not, any longer, wish to stay in that school arguing that school had become a pathway that was leading her no where (Okalo, O.I, 29th August 2007).

Instead, the girl declared that she needed to change from being student to a music composer and a disk-jockey. This shocked both the teachers and the parents. An impromptu search of her desk and box exposed a lot of literature on local and international music stars. She also kept downloaded internet material of the private lives of the celebrity models. Some of the material covered the lives of such controversial music icons as Whitney Houston and Bobby Brown, who had problems handling drugs and relationships. Besides, we found materials on a number of

sports stars including those on fallen sprinter Marion Jones and footballer Cristiano Ronaldo. While Marion Jones (<http://nbcsports.msnbc.com/id/21138883/>) is associated her career after she was found guilty of using steroids, Ronaldo is a quintessential beckon of defiance in world football. In an attempt to chase her dreams, the student ended up patronizing a nightclub in a neighbouring country. However, she turned to reckless sexual and drinking habits. Later the mother disclosed that her daughter had been infected with HIV (*Okalo, O. I., 29th August 2007*)

Although the youth we interviewed could not admit it, some of the websites they had visited were indeed those broadcasting explicit sexual material involving both adults and the youth. A head teacher in one high school attested to having come across hard copies, taken from the students, which bore certain pornographic websites including <http://www.hardcore.com> and <http://www.sex.com>. Materials from such sites, were often downloaded and illegally conveyed to schools, courtesy of some students and youthful teachers (*Odera, I.O, 24th August 2007*)

Out of the 48 youth teachers interviewed, 18 representing 37.5% of total percentage owned e-mail addresses. They reported that the sites they often frequented included careers, training funding, friends, sports, music, leisure and other articles. They shared with the youthful students their liking for sports, music and leisure articles.

But the question which arises is: how do music systems and mobile phones contribute to the escalation of violence in schools? From the point of view of the students we interviewed, music and mobile handsets could never course indiscipline and violence in schools; rather it was the failure of school managers to effectively address the grievances of the students which caused the unrest (*Werunga O.I, July 28th 2008*). So how does the head teacher implement the directive on

mobile handsets and music when these are now global items cherished by the youth all over the world? Will the ban increase or decrease the unrest in schools?

Two school managers supported the Minister for Education arguing that mobile phones tended to enhance communication between students of various schools thereby aggravating the problem. Besides, they argued that the music heroes of the students were those individuals across the world who had failed in school and who were associated with drugs and substance abuse (Nyangweso O.I, 30th July 2008; Muholi 0.1 2nd August 2008).

4.4 Effective Management of Secondary Schools In the Face of the Challenges

In reference to the last research question, the researcher intended to establish how secondary schools could be effectively managed in the face of the challenges. School discipline today would be a tougher problem than ever, even without all these changes, because of the nationwide increase of troubled families and disorderly kids. Although it has been fashionable to lay blame on the government whenever school strikes break out, the government is not entirely to blame. In the circumstances, the government's key failure has been in its simplistic approach to the unfolding crisis. This has seen it slap bans on such items as mobile phones and televisions in schools, when a more considerable approach was needed.

Five heads complained that the government's inability to enforce good governance structures in schools, including the establishment of competent parents-teachers associations and counseling services for students and teachers has not helped. They advised that such structures would encourage a more interactive atmosphere in schools. In addition they advised that all

stakeholders - parents, the government, teachers and the wider society - take a more proactive approach to student/teacher discipline and welfare.

A head teacher whose students had been exposed to alcohol abuse lamented that it was deplorable and even unlawful, for example, for businesses to sell inflammable materials to students. Similarly, it was unacceptable that retail outlets continued to sell alcohol and cigarettes to minors. He concluded that failure of regulatory authorities on this score could not be gainsaid. Among the measures they have proposed are introducing alcohol and drug abuse studies as a compulsory subject from primary school, restricting sale of alcohol to children and raising the legal drinking age from 18 to 21 (*O.I Osieko*)

Two principals said that as principals they lacked the tools they used to have for dealing even with the unruliest of kids. Formerly, they could expel such students permanently or send them to special schools (approved schools) for the hard-to-discipline. The social expectation that it is the role of teachers-whose core qualification is knowledge dissemination and not guidance or counseling-to instill discipline must also be disabused. Quite bluntly, teachers are not social workers. Their role as far as discipline goes is basically supplementary. (*O.I Liseche.Oranga*)

All head teachers agreed that all stakeholders must surely get involved in the search for a lasting solution to the emerging crisis of student/teacher indiscipline. Those then who defy society must be treated as the criminals that they are.

Ten of the twelve Head Teachers said that because of the overwhelming pressure of globalization, a certain degree of values which were never admissible in the traditional school system should slowly be accepted. This they agreed might reduce areas of conflict between

managers and students and in turn, promote school harmony. The other two were non committal bearing in mind the government policies and guidelines in matters of education

4.5 Summary and Conclusion

In this chapter, we observed that a modern high school in Kenya has certain fundamental features which include the administrative structure, the routine and the school curriculum. We have also examined the influence of media-related global values on the modern school in the Butere-Mumias District. We have demonstrated that despite the restrictions executed by the traditional school system-through a stipulated routine and curriculum – there is a counter movement of global values which is under-mining the school as a disciplinary instrument.

Various examples of cultural values-which media instruments such as the radio, the television, the newspaper and the internet have been listed, as being propagated to the youth teachers and students-have created dissent and cultivated rebellion against established norms. As a result, the disciplinary stability of the schools in the Butere-Mumias district has been greatly weakened. The chapter concludes that unless a middle ground is struck between those who wish to enforce the traditional disciplinary scheme in learning institutions, the school, as traditionally envisaged, is threatened with extinction

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

It was the objective of this research to investigate the impact of globalization on the discipline of students and teachers in the Butere-Mumias district of Western Province. To achieve this objective, the study analysed the background to the problem by looking at the Kenyan post colony in a global perspective

5.1 Summary

It was observed, in Chapter One, that the post colony has constantly consumed cultural goods from America and Europe. Cultural products of the West have registered their presence in Kenya through the Western print and electronic media and through local information systems which also convey the Euro-American cultural commodities.

Thus, the radio, the newspaper and the television are critical instruments of Westernization. Through a conceptual framework which presents the school as a site upon which traditional modernity and the neo-liberal globalization are competing for attention, the study has outlined the probable issues and challenges which this competition creates in school management. In theoretical terms, the study undertook to employ the Foucaultian disillusionment with Western Modernity to analyse the disciplinary problems which are currently emerging from the schools. Through a select literature review, in Chapter Two, the study showed the various avenues in which the young people are embracing new forms of globalization. In particular, it has been demonstrated that through the platforms of music, sports and fashion, young people have exhibited and glorified dissent and rebellion against established values. Furthermore, the

literature review has shown that both scholars and government officials have in the past interrogated the problematic of discipline in schools. However, very little effort has been made to examine the problem within the framework of globalization.

Methodologically, in Chapter Three, the study has highlighted the various research devices employed to achieve the desired results. These include research design, initial piloting, and sampling procedures and data collection. As a descriptive survey project, the study employed both purposive and random sampling tools on the targeted institutions and populations. Research instruments included questionnaires, Focus Group Discussions and oral interviews. The data analysis was done through simple statistical calculations and computations of frequencies. The data was qualitatively represented through simple interpretations and conclusions. Besides, the qualitative analysis was enriched by pie and column charts.

Chapter Four analyses the research findings on the modern school in Butere-Mumias district, by examining the rigid curriculum and the school routine. Overall, this chapter scrutinises the toll effects that globalization has had on school discipline. The role of the television and the internet as agents of globalization has been discussed at length. A large number of students and teachers have been exposed to these agencies and as such their effects can be seen in the schools..

In the same chapter, media- related global values that are affecting school discipline and management are investigated. Efforts were made to demonstrate the extent to which students may be exposed to the radio, television, and the newspaper. Students' preferences for certain television programs were also highlighted. The issue of program censorship was also discussed. Finally, the chapter discusses some of the critical issues and challenges which school managers

face. The chapter finally, explores ways in which schools could be managed effectively in the face of the challenges.

5.2 Implications of the findings

This study had three fundamental objectives. First, it set out to investigate the effects of globalization on discipline in schools in Butere-Mumias and second, to explore the management challenges which school managers were confronted with in the face of globalization. Finally, the study aimed at exploring how the managers could handle the disciplinary challenges caused by globalization.

It has been established that indeed contemporary globalization-manifesting itself in music, fashion, sport and media- has profoundly influenced the way in which our young students and teachers behave. As a result, a culture of defiance has gripped schools as more and more youngsters question school routines, curriculum and rules. This tendency has systematically undermined discipline in schools. The youths are also bringing in schools, pornographic materials and drugs. Yet, the society has also passed laws which tend to overprotect the child. School managers face a big dilemma on how to deal with the problem. Their only option is to talk and talk to all the stake holders in the hope that everybody will contribute to creating a disciplined population in schools.

Evidently, a clash between the students and the managers exists. From the student standpoint, we found out that those who did not like restrictions on watching TV and radio programmes spend most of their free time discussing what they had missed instead of tackling academic problems.

School discipline today would be a tougher problem than ever, even without all these changes, because of the nationwide increase of troubled families and disorderly kids. Although it has been fashionable to lay blame on the government whenever school strikes break out, the government is not entirely to blame. In the circumstances, the government's key failure has been in its simplistic approach to the unfolding crisis. This has seen it slap bans on such items as mobile phones and televisions in schools, when a more considerable approach was needed.

The government's inability to enforce good governance structures in schools, including the establishment of competent parents-teachers associations and counseling services for students, has not helped. Such structures would encourage a more interactive atmosphere in schools. Going forward, it is imperative that all stakeholders, take a more proactive approach to student discipline and welfare. Stun restrictions should be meted out on business premises that sell inflammable materials to students. Regulatory authorities to be vigilant and ensure that retail outlets stop selling alcohol and cigarettes to minors (Otando O. I., July 23rd, 2007).

5.3 Conclusion

This study has made a modest effort to examine the crisis of discipline in Kenya's schools using samples from the Butere–Mumias district. The study recognizes that there is truly a problem-disciplinary issues and challenges posed by globalization- whose solution is still a matter of debate. Consequently, it is anticipated that the findings of this study will not only contribute to the growing literature on school administration but also provide challenges for further research. In this way, we shall transform our schools from being devices of control and manipulation to free institutions in which we can comfortably celebrate our diverse values and preferences.

5.4 Recommendations

Basing on these findings obtained from the study, the following recommendations were made:

- Majority of respondents felt that all the stakeholders must get involved in the search for a lasting solution to the emerging crises of student and teacher indiscipline.
- Quite a number of respondents agreed that that since globalization is with us, a certain degree of values which were never admissible in the traditional school system should slowly be accepted.
- Head teachers and the managers of schools should begin accommodating certain cultural values which a few years ago, were deemed unacceptable in schools.
- There was a feeling among most of the respondents that the traditional school managers should attempt to meet the growing mass of the post modern youth mid-way, since the global mass culture is almost irreversible.

5.5 Further Research

This study has not interrogated education policies and guidelines in Kenya that may get in the way of managers who may want to soften their stand on the post-modern/neo-liberal wave of globalization that seems to be moving at a very fast pace. The post-modern youth are already taking over at the helm of management. How are they operating within the system they found oppressive? What challenges are they encountering? Research should thus be undertaken to investigate how to harmonize the post-modern global values within the traditional school to maintain stability in learning institutions. Further research should be done to interrogate what really constitutes real discipline in schools. Is knowledge the rigid subjects we see in syllabi or should students and teachers as well as the community have a say in what constitutes knowledge and discipline in schools?

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(g) Oral Respondents

- | | |
|-------------------|---------------------------------|
| • Aggrey Muholi | Ekambuli Mixed secondary School |
| • Benson Oranga | Kholera mixed Secondary School |
| • Cryspin Muganda | St.Peters Boys School |
| • Dora Okalo | Munami Mixed Secondary School |
| • Edward Odera | Butere Boys Secondary School |
| • George Otando | Shatsala Mixed Secondary School |
| • Grace Namai | Butere Girls High School |

- Judith Akaranga Khwisero Secondary School
- Marystella Chitechi St. Mary's Mumias Girls
- Musa Osieko Muslim Mixed Secondary School
- Ndunda Musau Secretary General, Association of Kenya Parents
- Nicholas Liseche Mwihila Boys Secondary School
- Violet Sitati Bulimbo Girls High School
- Albert Werunga (Student)
- Joseph Nyangweso (Student)

APPENDIX I:

REQUEST LETTER TO CONDUCT THE RESEARCH.

Kisumu and Flectine A

P.O. Box 100

Kisumu

December 2018.

To

The Head Teacher

Through the Director of Curriculum, Evaluation

Kenya University

P.O. Box 4384

NAIROBI

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APPENDIX 1:

REQUEST LETTER TO CONDUCT THE RESEARCH.

Kisiang'ani Electine A

P.O.Box 166

Kimilili

December 2005.

To

The Head Teacher

Through the Director of Continuing Education

Kenyatta University

P.O. Box 43844

NAIROBI.

Dear Sir/Madam;

REF: A RESEARCH STUDY AT YOUR SCHOOL

I am a student at Kenyatta University and would like to conduct a research in your school. My research entails information on globalization and discipline. It will involve interviewing your students and members of staff.

It is mainly for academic purposes and as such the information given will be treated with the confidentiality it deserves.

Kindly allow me to conduct the research.

Yours Faithfully

.....

Kisiang'ani E.A

APPENDIX II

DISCIPLINE AND GLOBALIZATION QUESTIONNAIRE FOR HEAD PREFECT

The information obtained through this questionnaire will strictly be used for academic purposes and will be treated as confidential. I will be most grateful if you co-operated to make the work successful

Part A: Background Information

Tick appropriately ✓

1. State your sex

- Male []
- Female []

2. State your age category

- Below 15(years) []
- Between 15-20(yrs) []
- Above 20 (yrs) []

3. State your current class/ form

- Form 1 []
- Form 2 []
- Form 3 []
- Form 4 []

4. How were you appointed to the position?

- Students' election []
- Teachers selection []

5. State how frequently students involved them selves in the following offences

Offence	1	2	3	4
Sneaking				
Fighting				
Possession and reading pornography				
Sexually related offences				
Drinking				
Smocking				
Being unkempt				
Poor dressing mode				
Any other				

KEY

- i). Too frequently
- ii). Frequently
- iii). Not so frequently
- iv). Never

6. Are students allowed access to the following? Tick (✓) appropriately

	Yes	Sometimes	No
Radio			
Television			
Computer			

7. If the answer in 5 above is yes or sometimes, what programmes do they enjoy most?

Radio

Television

Computer

8. Do the programmes in any way contribute to the offence that students are involved in?

Yes [] No []

If the answer above is Yes, how?

9. Do students manifest some of the habits they acquire on radio's, TV and Computer while at school?

Yes [] No []

10. How does this interfere with the smooth running of the school?

11. What can the school management do to ease the problem with students?

APPENDIX III

QUESTIONNAIRE FOR STUDENTS ON GLOBILAZTION

The information obtained through this questionnaire will strictly be used for academic purposes and will be treated as confidential. I will be most grateful if you co-operated to make the work successful.

Part A: Background information

(Tick appropriately) ✓

1. State your sex

Male []

Female []

2. State your age category

Below 15 []

Between 15-20 []

Above 20 []

3. What is your position in school?

Prefect []

Ordinary student []

Part B: Information about knowledge about globalization.

1 (a) Do you have a radio at home?

Yes []

No []

(b) If yes what programs do you enjoy most?

2. Do you have a television at home?

Yes []

No []

If yes which program do you enjoy most?

3. Do you have a computer at home?

Yes []

No []

Which program do you enjoy most?

4. Do you have an Email address?

Yes []

No []

Which areas do you access most on the internet?

5. Which of the programs that you enjoy most are you allowed access to at school?

6. Which are you denied access to?

7. Why do you think you are denied access to?

8. State the game(s) that you enjoy

9. Which international stars do you like?

10. What do you like about him/her /them?

APPENDIX IV

INTERVIEW SCHEDULES ON GLOBALIZATION AND DISCIPLINE FOR HEAD TEACHER/ DEPUTY HEAD TEACHER

The information in this interview schedules will be used entirely for academic purposes neither your name nor that of your school will be required.

1. What are some of the agents of globalization that are found in your school?
2. Have you allowed your student's access to these agents?
3. In your opinion how have these agents of globalization affected students' discipline?
4. How do students manifest indiscipline in schools?
5. How have teachers, influenced by globalization manifested trends of indiscipline in your school?
6. Base your answer on dressing mode, hair, adherence to school routine, compliance with laid down procedures, compliance with authority and policy matters.
7. Why has it been hard to nib the vices thus brought about by globalization?
8. What do you think you and other Heads can help to cope with these challenges?
10. How would you wish it was arranged?
11. What don't you like about the school uniforms?
12. How do you defy the school uniform policy?

APPENDIX V

FOCUS DISCUSSION GROUPS FOR STUDENTS ON GLOBALIZATION AND INDISCIPLINE

NB – This work is for purely academic purposes. Nothing you say will be held against you. Be very free and open.

1. You have all heard about globalization. Say something about it?
2. Tell me some of the values/identities you acquire due to globalization.
3. Name some of the international stars you have known?
4. Tell me some of the things you like about these stars?
5. Say some of the trends you have tried to ape in the stars.
6. Are you able to portray those trends openly where the Head Teacher, deputy teacher and prefects are?
7. Tell me some of the offences that students in general are punished for here?
8. Do they in any way stem from globalization?
9. How do you feel about the daily routine?
10. How would you wish it was arranged?
11. What don't you like about the school uniforms?
12. How do you defy the school uniform policy

APPENDIX VI

FOCUS DISCUSSION GROUP FOR TEACHERS ON GLOBALIZATION AND DISCIPLINE

NB. This work is for purely academic purposes. Nothing you say will be held against you. Be very free and open.

1. You have all heard about globalization, say something about it?
2. Tell me some of the values of globalization that are manifest amongst teachers of your category?
3. Have these values posed a challenge to school administration?
4. State some of the globalization trends/values that you value which the administration is uncomfortable about. Base your answer on the following
 - hair,
 - dressing mode,
 - adherence to code of conduct,
 - adherence to laid down procedure/daily routine,
 - compliance with authority,
 - Policy matters.

In the above, how would you wish it was done?

5. What do you think the administration can do to cope with these requirements

APPENDIX VI1

QUESTIONNAIRE FOR THE HEADTEACHERS

(The Information in this questionnaire will be treated as confidential. Neither your name nor that of your school is required. The questionnaire is for the data collection for my course project.

1 (a) Does your school have the following

	Yes	No
Radio		
Television		
Computer		

(b) Do you allow student access to the above?

	Yes	No	Sometimes
Radio			
Television			
computer			

2. If the answer in b above is yes or sometimes, which programs do the students like most?

(a) Radio _____

(b) Television _____

(c) Computer _____

3. Which programs would you rather they did not watch /listen to/ get access to?

(b) Do you have any reasons for your answer above?

4. Do you have any discipline problems emanating from any of the three above?

	Yes	No	Sometimes
Radio			
Television			
Computer			

What kind of discipline problems do students manifest?

How have you tried to confront /silence the problem?

2. State your position in school?

What is your position in school?

Prefect	_____	_____
Ordinary student	_____	_____

Part B: Information about your school's discipline program

1. (a) do you have a code of conduct?

Yes	_____	_____
No	_____	_____

What programs do you employ?

2. Do you have a test of discipline?

Yes	_____	_____
No	_____	_____

If yes, which program do you employ?

APPENDIX VIII

QUESTIONNAIRE FOR STUDENTS

The information obtained through this questionnaire will strictly be used for academic purposes and will be treated as confidential. I will be most grateful if you co-operated to make the work successful.

Part a: background information
(Tick appropriately) ✓

- 1. State your sex
Male []
Female []

- 2. State your age category
Below 15 []
Between 15-20 []
Above 20 []

- 3. What is your position in school?
Prefect []
Ordinary student []

Part b: Information about knowledge about globalization.

- 1. (a) do you have a radio at home?
Yes []
No []
If yes what programs do you enjoy most?

- 2. Do you have a television at home?
Yes []
No []
If yes which program do you enjoy most?

3. Do you have a computer at home?

Yes []

No []

Which program do you enjoy most?

4. Do you have an Email address?

Yes []

No []

Which areas do you access most on the internet?

5. Which of the programs that you enjoy most are you allowed access to at school?

6. Which are you denied access to?

7. Why do you think you are denied access to?

8. State the game(s) that you enjoy

9. Which international stars do you like?

10. What do you like about him/her /them?
