

**EFFICACY OF ALTERNATIVE METHODS OF ENFORCING LEARNERS'
DISCIPLINE IN PRIMARY SCHOOLS IN NYERI-CENTRAL SUB-COUNTY,
KENYA**

**BY
KAGOIYA PATRICK RUIRIE**

**A THESIS SUBMITTED TO SCHOOL OF EDUCATION AND SOCIAL
SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
AWARD OF THE DEGREE OF MASTER OF EDUCATION
ADMINISTRATION, KARATINA UNIVERSITY**

OCTOBER 2018

DECLARATION

Declaration by the Student

This thesis is my original work and has not been presented for the award of any degree, diploma or certificate in any other university.

..... Date.....

Patrick Ruirie Kagoiya

E221/2434P/13

Declaration by the Supervisors

This research thesis has been submitted for examination with our approval as the University Supervisors.

.....

Dr. Maurice Kimosop
PhD in Education Administration
Department of Educational, Planning, Administration and Curriculum development,
Karatina University.

Date

.....

Dr. Josphat Kagama
PhD in Curriculum Development
Department of Educational, Planning, Administration and Curriculum development,
Karatina University.

Date

DEDICATION

This study is dedicated to my daughters Angel and Peris and also my wife for her unwavering support during the time of my studies.

ACKNOWLEDGEMENT

I acknowledge Karatina University lecturers for the guidance they gave during my studies. Special gratitude to Dr. Josphat Kagema and Dr. Maurice Kimosop for their encouraging words, corrections and advice during the development and writing of this thesis. Their words of advice, critique and general directions, paved the way for this thesis. I convey my sincere gratitude to my head teacher Madam Rommanah Kariuki, for allowing me to be out of duty occasionally to pursue my master's degree. I would further like to acknowledge the following people without whom my studies would not have been a success; Mr. Thiongo who is a senior teacher at Hillfarm Primary School for standing in for me when required, my fellow teachers, non-teaching staff and learners for giving me space and conducive environment as I undertook the course. Finally, I thank Madam Grace for typesetting this work in good time. May God bless you all.

ABSTRACT

Following the ban on corporal punishment in schools, various alternative methods enforcing learners discipline have been tried. This study sought to survey the efficacy of alternative methods of enforcing learners discipline in primary schools in Nyeri Central Sub-County, Kenya. The study was guided by the following objectives: to examine factors contributing to indiscipline; to examine the alternative method of managing learners' indiscipline; and, assess the effectiveness of the alternative methods of instilling discipline. Planned Behaviour Theory guided the study by exploring guidance and counseling, good classroom management, effective teaching methods and the children's government electing their leaders as a guidance tool in learner management. The study adopted descriptive survey research design. The target population of the study consisted of 616 respondents comprising of 572 teachers, 43 head teachers and one Sub County Quality Assurance and Standards Officer (SCQASO) from Nyeri Central Sub County. Simple random sampling was employed to select 91 teachers from 13 schools. Purposive sampling was used to select 13 head teachers and one (SCQASO). The employed research instruments were the Head Teachers' Questionnaire, Teachers' Questionnaire and SCQASO's Interview Guide. A pilot study tested the validity and reliability of the research instruments. Research supervisors input was sought to improve the content and construct validity of the instruments. Cronbach Alpha formula was used to test the reliability of the questionnaire and a coefficient of 0.76 was obtained confirming the instruments reliability. The data acquired from the questionnaire, was coded and analyzed qualitatively using Statistical Package for Social Sciences (SPSS version 19). Presentation of data was done by use of charts, tables, percentages and frequencies. Qualitative data from the interview schedule was presented in expository form. The study revealed that a huge number of the teachers (55%) used guidance and counseling in discipline enforcement in schools though 7.1% still used corporal punishment as a disciplinary procedure. The study also found out that absenteeism and lying were prevalent in many schools. The study recommended that parents should play a greater role in the management of learners' discipline. It also recommended that teachers need to be trained and sensitized to embrace alternative methods of enforcing discipline. The findings of the study may benefit education policy makers and practitioners in developing and enforcing effective and acceptable disciplinary policies in schools.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION.....	ii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
ABBREVIATIONS AND ACRONYMS	viii
LIST OF TABLES.....	ix
LIST OF FIGURES	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Justification of the Study.....	5
1.5 Objectives of the Study	6
1.6 Research Questions	6
1.7 Significance of the Study	7
1.8 Limitations and Scope of the Study	7
1.9 Scope of the Study.....	8
1.10 Assumptions of the Study	8
1.11 Operational Definition of Terms.....	9
1.12 Chapter Summary.....	10
CHAPTER TWO	11
LITERATURE REVIEW	11
INTRODUCTION	11
2.1 The Theoretical Framework.....	11
2.2 Conceptual Framework	13
2.3 Global and Regional Perspective of Discipline and Indiscipline in Schools	14
2.4 Factors Contributing to Learners Indiscipline.....	16

2.5 Effects of Indiscipline	22
2.6 Corporal Punishment.....	25
2.7 Alternative methods to Corporal Punishment.....	26
2.8 Chapter Summary.....	30
CHAPTER THREE	31
RESEARCH METHODOLOGY.....	31
INTRODUCTION	31
3.1 Research Design.....	31
3.2 Location of the Study	31
3.3 Target Population	32
3.4 Sample and Sampling Procedure.....	32
3.5 Research Instruments	33
3.6 Piloting of the Study.....	34
3.7 Validity and Reliability of the Instruments	34
3.8 Data Collection Procedure	35
3.9 Data Analysis	35
3.10 Ethical Consideration	36
3.11 Chapter Summary.....	36
CHAPTER FOUR.....	38
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	38
INTRODUCTION	38
4.1 Response Rate	38
4.2 Demographic Characteristics of respondents.....	39
4.3 Empirical Findings of the Study.....	42
CHAPTER FIVE	60
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	60
INTRODUCTION	60
5.1 Summary of Major Findings	60
5.2 Conclusions	63
5.3 Recommendations	66

5.4 Recommendations for Further Research.....	68
REFERENCES	69
APPENDICES	76
APPENDIX I: LETTER OF INTRODUCTION	76
APPENDIX II: QUESTIONNAIRE FOR TEACHERS	77
APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS.....	80
APPENDIX IV: INTERVIEW GUIDE FOR COUNTY SCQASO.....	84
APPENDIX V: STUDY AREA.....	86
APPENDIX VI: RESEARCH PERMIT	87
APPENDIX VII: RESEARCH PERMIT FROM NACOSTI.....	88
APPENDIX VIII: RESEARCH PERMIT CARD	89

ABBREVIATIONS AND ACRONYMS

BOPA	Botswana Publishers Agencies.
CDE	County Director of Education
FPE	Free Primary Education
FSE	Free Secondary Education
GOK	Government of Kenya
GPA	Grade Point Average
HRW	Human Right Watch
KICD	Kenya Institute of Curriculum Development
MOEST	Ministry of Education Science and Technology
PE	Physical Education.
SCDE	Sub-County Director of Education
SCQASO	Sub-County Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation Educational Scientific and Cultural Organisation

LIST OF TABLES

Table 3.1 : Sampling Frame.....	33
Table 4.1 : Response Rate	38
Table 4.2 : Distribution of Teachers by Length of Teaching Experience.....	39
Table 4.3 : Distribution of Job positions	40
Table 4.4 : Distribution by length of Headship Experience.....	40
Table 4.5 : Frequency of Schools by their Average Class Size	42
Table 4.6 : Frequency of Occurrence of Different Forms of Indiscipline.....	43
Table 4.7 : Discipline Methods Used by Teachers.....	49
Table 4.8 : Reasons for Preferring Corporal Punishment.....	50
Table 4.9 : Role of Teachers in Discipline Management.....	51
Table 4.10 : Frequency at of Various Discipline Management Practices.....	52
Table 4.11 : Effectiveness of alternative Discipline Management Methods.....	54
Table 4.12 : Level of Influence of Alternative Discipline Method on Learners	56
Table 4.13 : Adequacy of Capacity to Implement Alternative Methods of Instilling Discipline	58
Table 4.14 : Measures to Increase Effectiveness of Alternative Discipline Methods.....	58

LIST OF FIGURES

Figure 1	: Planned Behavioural Theory	9
Figure 2	: Conceptual Framework	10
Figure 4.1	: Distribution of Head teachers by Academic Qualifications	41

CHAPTER ONE

INTRODUCTION

This chapter presents background of the study, statement of the problem, study objectives and research questions. It also presents significance of the study, limitations and scope, assumptions as well as its theoretical framework.

1.1 Background of the Study

Indiscipline is the most common challenge faced by teachers all over the world. Different ways of managing discipline has been studied by researchers. Maphosa and Mammen (2011) explain that the issue of learners' indiscipline has occupied a central stage for a long time both internationally and nationally. As asserted by these authors, in the United Kingdom for example, numerous cases have been cited in classroom. A lesson depends on numerous factors to reach at a standard level of success with discipline being a major factor. In a classroom, discipline is a requirement if meaningful learning is to take place. Nakpodia (2010) defines discipline as methods of forming character and training self-control and conventional behaviour.

Indiscipline on the other hand, is disrespect for school authority, disobedience of agreed rules and regulations and non-maintenance of established standards of behaviour. School discipline is described as all the techniques employed to coordinate, regulate and organize learners' activities in the school. He put in place strategies and necessary methods to establish and maintain good environment for teaching and learning (Thornberg, 2008). Discipline aims at helping an individual to be well adjusted and happy (Nakpodia, 2010). In order to maintain an academically focused environment for teaching and learning in the classroom, some standards of behaviour must be encouraged. Zubaida (2009) states that discipline aims at

providing conditions that enhance learning. Discouraging disorderly behaviour which may threaten classroom safety is a form of discipline.

Most common behavioural problems exhibited by learners include absenteeism, fighting, shouting, stealing, bullying, cheating, viewing pornographic materials, threatening teachers among others (Zubaida, 2009). Okere and Onyechi (2007) states of the following as deviant behaviours portrayed frequently by the learners' in the classroom; noise making, sleeping in class, immorality , use of drugs, stealing and fighting. In his research Etesi (2012) has consistently shown that suspensions, expulsions and other punitive consequences are not the solution to indiscipline. Out-of-school suspension is ineffective in remediating discipline problems because many learners do not view it as punishment. Removing the offending learner from the classroom prevents him or her from learning and provides no means for preventing or reducing future mis-behaviour.

One of the most contentious issues in school discipline is the use of corporal punishment to enforce discipline. In the Kenyan context, Legal Notice 40/1972 contained in the Education Act Cap 2011 (revised 1980), authorized the use of the cane, albeit with specific guidelines for its application. Unfortunately, some teachers failed to adhere to these guidelines. This use of corporal punishment sometimes has resulted in serious injuries to learners and in a number of cases even death. An example of this is an incident that was reported in the press (Daily Nation Jan 25, 2001) where a ten-year old learner at a Nyeri school collapsed and died after being beaten by a teacher, allegedly because the learner did not have a games kit. Such incidences resulted in pressure from non-governmental organizations and international agencies to ban corporal punishment in Kenyan schools. They argue that it is against provisions in international instruments on child protection to which

Kenyan Government is a signatory. Corporal punishment has been linked to school vandalism, increased and higher rates of misconduct. In fact, for some learners, corporal punishment can create negative attitudes, reinforce the kind of behaviour that was intended to be punished and lead to increased discipline problems (Eteshi, 2012).

What this tells us, is that suspensions, expulsions and corporal punishment do little to help learners acquire new and responsible behaviour to replace the ones that are not working for them or for the school as a whole. What is even worse is that such punitive measures ultimately have the effect of taking responsibility away from the learner because they are never asked to reflect on what they did, to fix any damage that was done or to plan to do better.

Teachers fail to control learners as their authority has been undermined (Eteshi, 2012). Learners are affected most by indiscipline in school than anybody else. It is the learner who lose an opportunity to learning time when under punishment. When through with school their behaviour affects the community directly and indirectly politically, economically and socially (Donga, 1998). Politically, the government will be bound to hire skilled people to take up government jobs other than school drop outs. These learners lack skills required to perform their duties. Economically, the government spends money funding education, for instance through Free Primary Education (FPE) and Free Secondary Education (FSE). When children drop out of school, that money will be wasted. The nation is educated by the government in order for the country to have professionals who will boost the economy in future. Socially, crime rate will escalate because these children will commit crimes to satisfy their basic needs such as food and clothing. Classroom indiscipline is a phenomenon which requires the attention of all those who are entrusted in teaching and as stated to by

Zubaida (2009), a solution need to be sought by getting to the root cause of this problem of learners' indiscipline.

It is the researcher's belief that the desired outcome of any effective discipline system is to change learner's bad to good behaviour. Teaching learners to adapt good behaviour is one of the most effective means of establishing a safe orderly and academically productive classroom and school wide environment. Learners come to school with unique values and sense of right and wrong. It is therefore the teachers' responsibility to teach them the expected behaviour. Eteshi (2012) believes that teachers should provide assistance to children as they learn to assume greater responsibility for themselves and gain more control over their behaviour. This implies that teachers must find ways to create a climate of co-operation in order to teach learners the academic, social and emotional skills they must possess to function successfully at home, school and in the community.

1.2 Statement of the Problem

There has been a major concern among educators, parents and other educational stakeholders on the discipline of learners in our primary schools. This has been attributed by many to the ban on corporal punishment in Kenyan schools. The government has implemented numerous measures meant to curb various cases of indiscipline in schools; among them is the establishment of guidance and counseling units in all schools, good classroom management practices, effective teaching methods, inclusion of learners in making of school rules (MOEST, 2005) and learners choosing their own government or leaders. Despite the government efforts, teachers' use of corporal punishment in schools have been reported showing failure on reinforcement to bring out the results expected hence assist to improve discipline in schools.

A study conducted in Kenya by the Human Rights Watch (1999), learners said that some teachers' still continue to use corporal punishment on them. Others use physical punishment, for example, standing in hot sun with their hands in the air for several hours, kneeling on the ground, slapping and pinching. In some instances, corporal punishment takes the form of physical abuse, harsh tasks like running long distances or uprooting tree stumps. Justice and Constitution Minister in an open letter, Human Rights Kenya Chapter (2008), did record that some parents have applied corporal punishment on their children at school in front of teachers or requested teachers to cane them in their presence. Therefore, it is evident that there is a gap between the government policy on banning on the usage of corporal punishment in Kenyan Schools and the approaches that need to be adopted to substitute corporal punishment. This study therefore sought to examine alternative methods being used to instill discipline to learners in primary schools other than corporal punishment and their efficacy and policies schools need to adopt to comply with the Education Act 2013.

1.3 Purpose of the Study

The purpose of this study was to examine the prevalence of indiscipline cases in Nyeri Central sub-county and examine the various alternative methods of punishment used on learners other than corporal punishment and the efficiency of these alternative methods in instilling discipline to learners in Nyeri Central Sub-County.

1.4 Justification of the Study

The use of corporal punishment was banned in Kenya through a Legal Notice No. 56 of 2001 (Kenya Republic, 2001). Despite the spirited opposition from teachers, scholars and politicians, the government of Kenya has continued the ban on corporal punishment as a method of instilling discipline in schools. However, although the

ban, corporal punishment still to be used within many homes and schools in Kenya (African Network of the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Kenya, (2005). Several researches have been done on effects of corporal punishment on performance of learners and on discipline of learners but to date no research could be found on the efficacy of alternative approaches to corporal punishment in handling learners discipline in Kenya; hence the need to carry out the research.

This research will sensitize teachers, parents and all Kenyans on the various alternative methods in place for use other than corporal punishment to instill discipline to learners. Learners will in return appreciate and desire to be disciplined without being coerced by adults through infliction of pain.

1.5 Objectives of the Study

This study was guided by the following objectives:-

- (i) To examine factors contributing to indiscipline in primary schools in Nyeri-Central Sub-County, Kenya.
- (ii) To explore the alternative methods being used by teachers to curb learners' indiscipline in Nyeri-Central Sub-County.
- (iii) To determine the efficacy of the alternative methods in instilling discipline to learners in Nyeri-Central Sub-County.

1.6 Research Questions

The research questions that guided the study:-

- (i) What are the factors contributing to indiscipline cases in primary schools in Nyeri-Central Sub-County?

- (ii) Which are the alternative methods being used by teachers to curb learners' indiscipline in Nyeri-Central Sub-County?
- (iii) How effective are the alternative methods applied in instilling discipline to learners in Nyeri-Central Sub-County?

1.7 Significance of the Study

This study would be useful to various stakeholders in primary school education in Kenya. It will assist the Ministry of Education to come up with laws and policies that protect the learners from abuse by all those who handle them. It will also benefit the Kenya Institute of Curriculum Development (KICD) prescribing a curriculum on alternative methods of instilling discipline to learners, such as teaching moral values, character formation and religious values. The teachers may come up with alternative forms of punishment to manage discipline in schools.

1.8 Limitations and Scope of the Study

These limitations in one way or another restricted the scope of the research findings and were outside the control of the researcher. The scope of study was what the research covered.

1.8.1 Limitations

In carrying out the study, the researcher encountered some hindrances. The researcher was not able to find all the Teachers and the Head teachers' in their working stations when taking the questionnaires. Time was also of constrain as the researcher had to balance the school roles of teaching and carrying out the research.

1.9 Scope of the Study

The researcher confined himself to public primary schools in Nyeri-Central Sub-County, Nyeri-County. The research was on discipline of learners only hence the learners' performance was not captured.

1.10 Assumptions of the Study

The researcher assumed that the respondents would give objective data that would help to answer the research questions and meet the objectives of the study. The respondents would co-operate and provide reliable information.

1.11 Operational Definition of Terms

- Alternative methods** - Any method used by teachers to maintain discipline of authority, obedience of set rules and regulations and maintenance of established standard behaviour.
- Behaviour change e.g. hitting, slapping, spanking, punching, kicking and use other objects like cane or belt to inflict pain.
- Corporal Punishment** - Intention application of physical pain as a method of
- Discipline** - A method of moulding personality and teaching self and acceptable behaviour. It implies self-control, restraint and respect for self and others.
- Efficacy** - Effectiveness and efficiency of the use of alternative methods in upholding discipline.
- Indiscipline** - Any behaviour that goes against respect for school
- Learners** - All primary school going children
- Learners' other than corporal punishment.

1.12 Chapter Summary

This chapter has discussed the background of the issues concerning discipline and indiscipline cases globally, regionally, nationally and locally in Nyeri-Central sub-county; the objectives of the study are to examine factors contributing to indiscipline in schools, alternative methods that need to be explored; benefits of the study and the limitations as well as scope of the study.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This chapter discusses the theoretical framework underpinning the study, presents the conceptual framework and reviews relevant literature on discipline and indiscipline as captured in the study variables. The sources of the literature include books, journals, articles, thesis reports and other relevant publications. This literature review involves the effective evaluation of selected documents in the research topic which is alternative methods in the management of learners' discipline in Nyeri Central Sub-County, Kenya.

2.1 The Theoretical Framework

The study was guided by the Theory of Planned Behaviour as proposed by Ajzen (1985). This theory suggests that behaviour is dependent on an individual's intention towards performance which is determined by one's attitude (beliefs and values about an outcome) and subjective norms (beliefs about what other people think the person should do or general social pressure). Character is also determined by an individual's perceived behavioural control, defined as an individual's perceptions of their ability or feeling of self-efficacy to behave. Intention is the most important variable in predicting behaviour change, suggesting that behaviour is often linked with one's personal motivation. This suggests that it may be important to present information to help shape positive attitudes like discipline of learners by stressing subjective norms based on opinions learners have which may not be based on facts but supports discipline. For perceived behaviour control to influence behaviour change, much like self-efficacy, a person must have, a realization, willing and have the ability to perform

the behaviour. When repeated severally it becomes a habit, hence learning a new skill. Teachers need resources and skills for the change process of use of corporal punishment to deal with indiscipline to use of alternative methods.

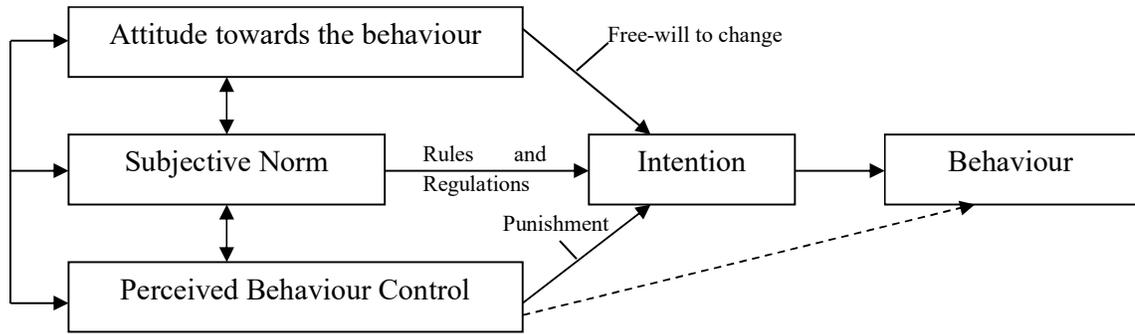


Figure 1: Planned Behavioural Theory

Ajzen (1985) puts it very well that a learner must dislike undesired behaviour and show the intention to stop it. He who does not prescribe to these norms becomes a social misfit. He or she may decide to change in order to fit in school and the society at large. Not all learners will have the intention to change or follow certain forms of discipline and hence some forms of methods must be applied to force behaviour change.

2.2 Conceptual Framework

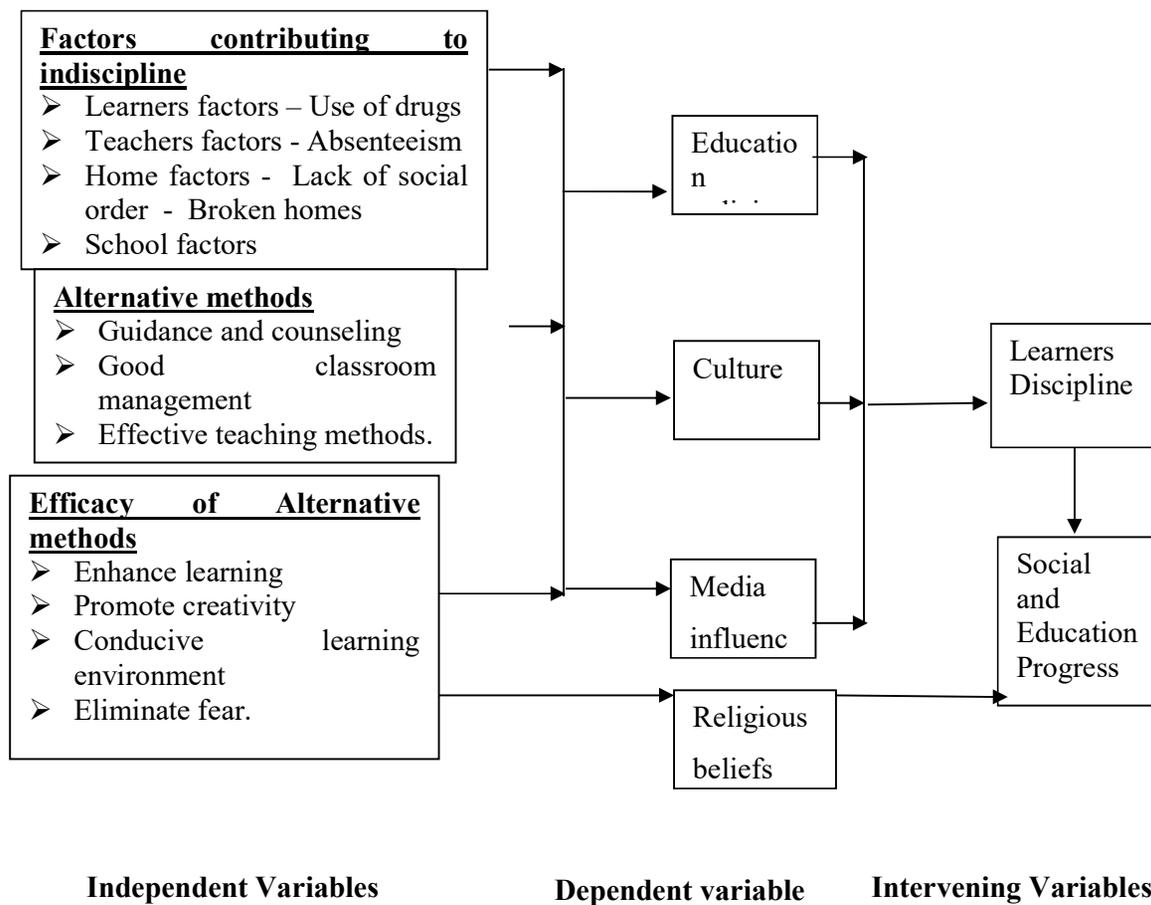


Figure 2: Conceptual Framework

There are various factors contributing to indiscipline in schools like use of drugs by learners, absenteeism by teachers, lack of social orders at home and broken homes and learners take advantage of these situations to be indiscipline. The methods used by teachers to curb indiscipline like canning just harden the learners and hence continue perpetuating the indiscipline.

Alternative methods need to be applied and learners made to understand why they should be disciplined. The learners will feel appreciated and may change their attitude towards the bad behaviour. When involved in making school rules and regulations, they will own them and will have the burden to follow them. Media influence and religious beliefs may intervene and affect the desired results in terms of discipline and this will affect social and education progress. Disciplined learners in return will promote social and education progress and will enhance people's culture and religious beliefs and a responsible media (Ajzen, 1985). Learners imitate advertisements related to drugs, condoms, kissing and alcohol. They are also influenced by pornographic literature available on the streets advocating immoral behaviour.

2.3 Global and Regional Perspective of Discipline and Indiscipline in Schools

Children are often described both as the wealth and pride of a nation (UNESCO, 1998). The prosperity of any nation therefore depends on the youth who comprises the highest percentage of human resources needed for the continuity of the society. Thus, to achieve sustainable development of a society, the youthful population must not only be well guided but also disciplined. School indiscipline has over time, been an issue of concern for educators, policy makers and public opinion in general; owing to increased aggression among peers, deviant behaviours, examination malpractices, lateness and poor academic performance among students.

The biggest challenge of indiscipline as per Yaroson (2004) is that it cuts across all spheres of a man's life and can bring down a generation. Discipline in schools as pointed out by Gaustard (2005) plays two major roles in a school. First, is to ensure the safety of staff, students and secondly, to create a conducive environment for learning. An indiscipline issue perpetuated by learners' misconduct that involves violent and criminal behaviour underscores the aims of education. The indiscipline challenge in our schools is not unique to Kenya alone. It is an issue of great concern globally, irrespective of political, economic, geographical, racial and even gender boundaries. Physical attacks, killings, stealing, attempted arson and fights between children have been making headlines world over for a long time in the recent past. Violence in schools that involves use of knives, baseball bats, marijuana, guns and even bombs have been reported especially in developed countries. These incidents have been reported in countries like Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998).

A research conducted by National Association of Schoolmasters/Union of Women Teachers (NASUWT) of the United Kingdom (UK) in 2003 showed that indiscipline was as a result of many factors both internal and external. Violence was looked at as a major challenge which was beginning to be seen occurring in United States of America (USA). The indiscipline issue is of concern as it does not discriminate. It transcends the boundaries of race, gender and class in the society. The discipline impact has tremendous implications in schools. Teachers and school administrators have less time to deliver teaching and have difficulties in effectively managing discipline in classes. This leads to compromised quality of education in our learning institutions. Indiscipline cases have also been highly reported in Britain (UNESCO, 1998).

In Botswana for example students engage in indiscipline acts within the school. Several students died while others became blind after they broke into the school science laboratory and took methanol and ethanol which are toxic substance. A research on a number of Botswana provincial schools that portrayed indiscipline had tremendously declined in terms of academic performance (BOPA, 2006). No solution was given to correct this problem.

There has also been a variety of reactions to the rising incidences of indiscipline and unrests in schools. Opinions of various kinds have been expressed by different educational stakeholders as pertains the cause of the indiscipline but no possible solutions to the problems have been proposed. The ‘rod’ was banned in Kenya as a means of disciplining learners in school according to the Basic Education Act 2013. This ban has been associated by many for the increase in indiscipline and naturally, there have been voices to rescind the decision. However, Kenya Human Rights Commission (KHRC) does not agree with these recommendations by some educational stakeholders and pressure from the society. In this regard, caning reintroduction was ruled out completely (Daily Nation, Nairobi, 2004, August 18).

2.4 Factors Contributing to Learners Indiscipline

Absenteeism is a major area of indiscipline in schools. Reid (2006) did study and documented a positive correlation between performance and school attendance, which stated that parenting styles of bringing up children contribute to learners’ indiscipline. It is true to say that unbecoming behaviors like drunkenness and absence of parents during parenting can lower the performance of learners. On the effect of adolescents’ use of cannabis sativa on education attainment. A cross-sectional survey carried out by Lynskey and Hall (2000) revealed a significant association between cannabis

sativa use and a range of measures of education performance including lower grade point average (GPA) and poorer school performance noted. The use of cannabis sativa was associated with taking up of an anti-conventional lifestyle bringing in a lot of indiscipline in many schools (Magwa & Ngara, 2014). The cannabis sativa smoking by many learners' was also identified as a cause of indiscipline in many schools in Kenya (Republic of Kenya, 2001) but also failed to give corrective measures to the indiscipline cases in public schools in Kenya. Teachers have been unable to detect these drugs in school as they concentrate on their teaching as it is their core duty. Teacher's shortage in schools has also affected monitoring of learners when in school.

Rwamba (2004) portrays in his findings that lack of democratic leadership together with breakdown in communication is a major cause of indiscipline in schools. He points out the relationship between learning and indiscipline. He also brings out how Cognitive skills are crucial in terms of academic success, self-esteem, coping skills and overall resilience in a learner. He concludes by explaining that in the absence of discipline, the learning and teaching processes are hindered. Time is wasted and energy is misdirected to take up issues emanating from unrest. Rwamba (2004) only failed to show how this lack of democratic leadership and communication could be enhanced to promote discipline in schools.

Much has been done to find out the causes of the problem of unrests and possible corrective measures recommended but very little has been done in terms of the guidance and counseling needs of the learners' and schools affected by unrests (Lochan, 2010). Such counseling would be important in keeping a bay future indiscipline cases and restoring stability in these schools. What is mostly done in

many schools is to expel or suspend the students and when they come back to school, a penalty is imposed for damages incurred. Usually such actions breed deeper resentment from the learners, and the teachers and learners need to co-exist in the same school for meaningful learning to take place. Without proper counseling and “friendship” between administration and teachers on one hand and the students on the other, such a problem is difficult to solve. In order to deal with these problems effectively it is proper to have a clear understanding of the underlying factors behind the problem (Lochan, 2010).

No amount of teaching or respect will make discipline effective unless reasons why the behaviour occurred are understood. This section therefore focuses on factors contributing to learners’ indiscipline at home and in school. When probing indiscipline amongst learners, the most fundamental issue is to understand its causes. Factors that cause indiscipline in learners are as diverse as the learners involved. Social, economic, psychological, peer influence and child’s environment are the major causes of indiscipline in learners.

2.4.1 Home Factors

Leach (2003) proposes that many school problems need to be dealt with holistically. Family background may have a great influence over learner’s behaviour than circumstances that occurs in school. Discipline exhibited among learners is largely a reflection of attributes, values and practices of their society they have grown in. If there is lack of social order in the society where they have been brought up, learners will be indiscipline even in school as they are a reflection of the society (Grossinle, 1990). Discipline challenges in school portray what goes on at home. Schools are single unit of society, as problems of drug abuse, crime and physical abuse escalate in society, and the discipline problems in schools also increase

(Lochan, 2010). Schools are part of the society and hence are highly affected by whatever happens in the surrounding society that provides the learners. Whatever happens in that society is the going to affect the school. Family factors hence influence on disruptive behaviours in class. Home environments that are permissive contribute largely to learner poor behaviour. Edwards (2004) asserts that if parents spend little time at home with their children , they are likely to engage in unsuitable social activities in the neighborhood that have devastating effects on the learners lives in future.

In Zimbabwe, as an example where many parents have migrated to neighboring, countries or overseas, leaving their children under the care of relatives or children to take care of themselves thus creating permissive environments for acts of misconduct as there is no one to watch over them. Evans and Miguel (2007) came to the conclusion that Kenyan learners who do not have the guardianship of biological parents had higher rates indiscipline in schools.

HIV and AIDS, has contributed to the many children growing up without biological parents. Children from child headed homes where both parents died of AIDS as alluded to by Evans and Miguel have a tendency of being more rebellious and non-compliant at school. Poorly managed families where there is lack of leadership, guidance and control can also lead to poor behaviour problems in schools. Parents in these families attempt to instill discipline of children by constantly threatening them with violence both verbal and physical (Donga, 1998). Learners' from such homes can be abused, experience and live watching domestic violence. Learners from such homes are likely to develop anti-social and criminal behaviour both at home and in school.

They are not patient and believe that physical and verbal violence is the only means of resolving their problems. Etesí (2012) to confirm this has pointed out that problematic family life is associated to aggression and disruptive behaviour problem. The children shows hostile attribution biases, access aggression behavioural responses and view aggression as good. At school these children face acclimatization problems because they have been denied of attention and love by peers and teachers.

Donga (1998) maintains that single parent home may play a crucial part in enhancing discipline in school. This is also in line with Etesí's view that single parent homes are more likely to rear children with higher level of emotional, psychological and behavioural problems. The single parent is the sole breadwinner and as such cannot supervise children adequately as they are out there trying to make ends meet. Majority of these children as echoed by Donga (1998) are vulnerable to join gangs where they will enjoy the attention and protection that they usually lack at home.

Poverty is also taken as a major contributor to some forms of mis-behaviour in school (Evans & Miguel, 2004). This is usually so when parents fail to meet learners' basic needs as stipulated by Maslow's hierarchy of needs (1970). Physiological needs like clothing, food and shelter. Unless these basic needs are satisfied to the required level, other needs do not motivate children to learn and as a result the child resorts to abusive behaviour. learners may be involved in theft and prostitution in order to meet daily needs. Others may forego classes to engage in informal jobs as vendors in urban centre's (Mangovo, Whitney & Chareka, 2011).

2.4.2 School Factors

Disruptive behaviour in schools has been a source of concern for school systems for many years. Discipline problems reflect problems in the home. As problems like drug abuse, crime and physical abuse increase in society, so will the discipline problems in schools (Lochan, 2010). Harsh and lack of conducive environment from physical facilities to the school structures of administration may cause indiscipline. Indisciplined learners' may also be the result of normal reactions to deficiencies in the school and to teachers as directors of the educational enterprise.

Thornberg (2008) point out that appropriate and descriptive behaviour among learners' are socially constructed within a complex pattern of interactions in which both teachers and learners play an active role, influencing each other with their actions and interpretations. Indisciplined learners may influence others to be indiscipline too. Tight school schedule or too relaxed ones can lead to indiscipline (Etesi, 2012). Lack of expertise by head teachers' in professional management, training and proper guidance and sometimes interfere with smooth running of institutions. They may also be ignorant of the Education Ministry's policies. Some unacceptable behaviour displayed by some members in the school include making unrealistic demands on the school like nepotism, admitting children of relatives without paying school fees or having tenders being awarded to them. Some schools do not accept head teachers from religious denominations other than theirs while other head teachers introduce programmes that run parallel to school programmes thus placing a lot of pressure on children (Kyungu, 2001).

2.4.3 Learners Factors

Learners can be a source of indiscipline in schools. According to Cheunyane (2008) in Maphosa and Mammen (2011) and Donga (1999) learners who take drugs cause

indiscipline in schools. Some learners attend classes while drunk. They assert have pointed out how learners form gangs and take drugs or smoke bang. They for instance, take their juices laced with intoxicants in the presence of unsuspecting teachers. In this state, Mammen, (2011) asserts that these learners are likely to commit other forms of indiscipline. Mammen goes further to state how some of these learners carry dangerous weapons to threaten teachers who will attempt to discipline them. As explained earlier, learners who come from permissive environments cause indiscipline in many schools. They are arrogant and lack respect for teachers, fellow learners and school property (Donga, 1998).

Challenging behaviour for example repeated and involuntary body movement and obsessive behaviour may be as a result of other causes or reasons such as pain, sickness or sensory challenges. This research fails to give solutions on how the teacher should deal with such cases of indiscipline. This led the researcher to find ways of dealing with such cases of indiscipline. The “care free” attitude among learners and peer group influence others to drug abuse resulting in declining standards of discipline (Fadhili, 2005). Examination phobia and poor examination results were cited by Mukolwe (2005) as a cause of indiscipline in schools. This study also cited quality, quantity, variety and servicing systems of food in schools as a cause of indiscipline.

2.5 Effects of Indiscipline

Indiscipline activities if given a chance to thrive under the current favourable conditions by education stakeholders could hatch a monster that will be difficult to eliminate (Idu & Ojedapo, 2011). Small samples of the stipulated problems are already being seen in the nation’s economic front. Many indeed believe that current economic woes arising from corruption, robbery, killings, smuggling and

grabbing school property. Vandalisation is progenies of school indiscipline. Court injunctions and orders are indiscriminately disobeyed not only by those who make or interpret the law but also by those who took the oath to defend the law. These acts of indiscipline in our national life likely began as a mustard seed of disobedience in the school. The foregoing and up to date issues make school indiscipline a very vital matter in our educational experiences. It is therefore important at this point in time to provide therapeutic measures to learners' involvement in armed robbery, rape, cultism, examination cheating and many other unruly behaviour which make news in our print and electronic media. Other misdemeanors may not be so widely reported yet their happenings are at higher levels in our schools.

Indiscipline challenges affect all schools irrespective of gender and school type though the level and magnitude vary from school to school. Cases of violence though less common, occur more often outside than on school premises. The measures taken to deal with indiscipline are barely adequate given the fact that there exist no administrative or legal guidelines which could be referred to in such cases. Actions taken are often ad-hoc and uncoordinated both within and across schools of the same type. Teachers most conspicuously feel disempowered to deal with cases of naughtiness because of lack of backing from relevant authorities, political intrusion and a weakened school administration.

The Wangai Commission Republic of Kenya, (2001) about learners discipline and strikes in high schools pointed out that 250 schools were involved in various levels of serious strikes in high schools in the country in the year 2001. The report brought out a disturbing feature of indiscipline in primary schools that had also joined the bad-wagon of learners' unrests. This report asserts a clear indication of an

increase in cases of mass indiscipline and unrests in schools in Kenya. The committees and commissions that were set up by the government to interrogate the causes of strikes have given a number of recommendations to eliminate the problem. Having employed all these machineries, the discipline challenge still exist persists.

2.5.1 Other Major Effects of Indiscipline in Kenyan Schools

Other major effects of learners' indiscipline in Kenya are poor performance and cheating in examinations as a result of the syllabus having been covered inadequately (Kiprop, 2004). This posed a great threat to the future of the country as it lowers its rate of development. Learners' damage properties during strike especially when they throw stones, break window panes, loot school, burn buildings and personal property of staff members is a social evil. There is high drop-out and hence an increase in the crime rate in the society. There is extra financial burden on parents as they pay for damages caused by rampaging learners. This may also bring about strained relationships between teachers and learners low morale develops among teachers when they are physically assaulted by learners.

Teachers and other members of staff feel demotivated. Committed teachers may not like to be associated with schools with poor discipline. Transfers of learners to other schools lead to declining enrolment in troubled schools. This leads to under-utilization of resources (Kiprop, 2004). Mass admission of learners from other schools to fill the vacancies resulting from the said transfer. The new admissions are predominantly indiscipline cases which with times create disorder in their new schools.

Expulsion of indiscipline learners means termination of schooling for most of them. They later become a social burden in the society and this leads to educational

wastage. Loss of life has been experienced in schools where some learners locked up their peers in cubicles and set them on fire. Hostility between the school and the local community is created by the antisocial activities displayed by learners. Replacement of some items may be difficult after arson, for example certificates, library books and other important documents. Lastly, unrest tarnishes the image and credibility of the school (MOEST, 2004).

2.6 Corporal Punishment

Corporal punishment denotes deliberate application of physical pain as a mode of behaviour change (Mercurio, 1972). It comprises of extensive methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (for instance, wooden, paddles, belts, sticks, pins or others) to inflict pain. The frequency of corporal punishment on children in schools remains high in United States. Despite numerous education and other national groups calling for corporal punishment in schools to be proscribed, the United States continue to be one of the few developed countries allowing corporal punishment in 30 states. According to the Office of Civil Rights (2007), school officials, including teachers administered corporal punishment to 223,190 school children across the Nation during the 2006-2007 school years. In the last 20 years, there has been a growing discontent worldwide discouraging the practice of corporal punishment to school children (Human Right Watch, 1999). Many human rights and child-centered bodies worldwide have followed closely corporal punishment in schools and given official recommended that it should be banned.

The United Nations Convention on the Rights of the Child (UNCRC) has criticized governments for permitting corporal punishment in public and private schools. It has

time to time highlighted that corporal punishment goes against the fundamental principles of the convention on the rights of the child and asked for governments to come up with legislative frameworks to ban all forms of corporal punishment (UNCHRC, 1994). Additionally, numerous research reports reinforced the need for parents and teachers to seek alternative methods of managing learners discipline citing many physical and psychological consequences of corporal punishment among the learners. There is no clear evidence that such punishment leads to better class control. Physically punishing children has never been shown to enhance moral character development, increased students' respect for teachers, authority figures in general or offer greater security for the teachers. For instance, corporal punishment was banned both in schools and homes in Sweden in 1979. In order to make parents take the law seriously, the Ministry of Justice carried out an extensive pamphlet distribution to households with information on the law and suggestion of alternatives to corporal punishment (Save the Children Sweden, 2000). According to Save the Children (2001), giving up corporal punishment does not mean giving up discipline.

Notwithstanding the spirited opposition from teachers, scholars and politicians, the Kenyan government has upheld the ban of corporal punishment as a corrective measure in enhancing student discipline in schools. However, despite of its ban, corporal punishment continues to be used within homes and schools in Kenya.

2.7 Alternative methods to Corporal Punishment

Education stakeholders and psychologists who are against the use of corporal punishment allude to the facts that teachers should use non-physical disciplinary measures as an alternative to caning. They propose that teachers require learners to write a statement describing the negative effects of their behaviour or to apologize for the mistakes in front of their classmates. Teachers may require the misbehaving child

to sit on a chair or a mat at the back of the room and think about his/her mistake. This may make, he\she may decide to correct his/her behaviour (Human Rights Watch, 1999).

Corporal punishment as found out by the Human Rights Watch (1999) argues that care givers may also discipline a child by assigning non abusive physical tasks. They state that teachers can ask students to perform light chores like to water flowers, weed a school farm or fix what they have broken. Learners who build chairs are not apt to break them. Learners who wash walls are not to make them dirty on purpose. If learners are reinforced to keep their school yard neat and clean, they are less likely to throw trash on it. However, these punishments should be administered lovingly and not in an excessive or exploitative manner.

Giving up corporal punishment does not mean doing away with discipline this is according to Save the Children (2001). Children need clear limits and guidance on what is right and wrong. Abandoning violence is likely to produce better disciplined children who do not understand violence. They further assert that teachers need to come up with alternative method of enforcing discipline. Corporal punishment is no longer considered as a possible method of enforcing discipline. Safety of staff and students are the two main goals of school discipline and to create an environment conducive to learning. Serious student mis-behaviour involving violent or criminal behaviour defeats these goals and makes headlines in the process (Moles, 1989).

Schools need to reduce disruptive behaviour by coming up with clear rules and consequences of breaking them. This need to be communicated to staff, learners and parents through newsletters, student assemblies and handbooks. Research has shown that social rewards such as smiling, praising and complimenting are extremely

effective in increasing desirable behaviour (Etes, 2012). Discipline challenges will down if students find school enjoyable and interesting. Sometimes bad behaviour occurs because students simply do not know how to act appropriately under the prevailing conditions.

Kopansky (2002) stated that corporal punishment has never been effective and that there are better disciplinary approaches that exist. Most teachers do not use corporal punishment but a few prefer keeping it as an option. Smaller classes, increased parental involvement, improved teacher training and the development of specific discipline plans would all help to improve student conduct in school.

Human Rights Watch (1999) found that Kenyans who train teachers encourage the use as alternative methods of discipline other than physical punishment has all through been encouraged in teacher training Human Right Watch (1999). They further stated that the trainers initially thought that corporal punishment brightened the head but instead it reduces the child's status. They advocated for a various other punishments like denying the child what the child wants, rebuke or parading the child or sending the child home to collect the parents for proper guidance.

2.7.1 Guidance and Counseling

Teachers may also use guidance and counseling. According to Human Rights Watch (1999), A learner more less than not elicit appropriate behaviour if the teacher can understand the situation that the child faces at a particular time and offer guidance and counseling. Learners may not conform to their teachers' expectations for reasons beyond their control. They may not have enough to eat, they may travel long distance to school, they may need to take care of their younger siblings or their parents may quarrel often at home and separate. These external factors affect the concentration in

classrooms and ample time and opportunity is wasted in school. Under these circumstances, caning such a child is unlikely to be a productive punishment, according to educators and psychologists who are against corporal punishment (Human Rights Watch, 1999). A teacher is more likely to elicit appropriate behaviour if he/she can understand the learners situation and offer guidance and counseling to both the learner and the learner`s family. However, teachers and educators need more training in order for them to effectively implement guidance and counseling programmes in primary schools under them for social and education progress.

2.7.2 Positive Reinforcement

Educational experts who oppose the use of corporal punishment assert that, use of positive reinforcement methods reduces the frequency and level of mis-behaviour. It is further highlights that teachers can reward learners in a variety of simple ways. Praising a pupil in front of the learner`s classmates or other instructors, award special certificates to children who perform well or are particularly caring or list their names on notice boards are some of the positive ways. A teacher can write encouraging comments in a child`s exercise book. Teachers can also hold school wide competitions and give material rewards like exercise books or pens to those who perform well. If a teacher rewards students by giving them positive attention, a teacher can punish a particular pupil by ignoring that pupil`s attempt to be disruptive. If the teacher is not ruffled or angered by the pupils misdeed, then the learner is less likely to perform the act in future (Human Rights Watch, 1999).

Discipline involves a positive approach process designed to correct performance problems and encourage a better performance. The fundamental theory behind positive discipline approach is to treat a learner as an adult who must be given a chance to solve a problem rather than as a child who must be punished, he or she is

more likely to respond positively and look for solutions to these problems. A positive school environment should provide learners with opportunities to interact and learn to live and work harmoniously to relate responsibility with others, how to tolerate others, how to show courtesy and how to show consideration to others (Eteshi, 2012). These positive approaches that are just in theory are the ones the researcher wishes to explore in this study.

2.8 Chapter Summary

The literature review focuses on discipline and indiscipline cases globally, in African continent, regionally in Kenya and in Nyeri-Central sub-county. A number of studies have been put into perspective with inclination to the problem of indiscipline and the various forms of indiscipline. The factors influencing indiscipline are categorized as home factors, school factors and learners' factors and the effects of indiscipline in other countries and in Kenya. The extent of corporal punishment is explored in United States of America and also the findings of corporal punishment by United Nations Convention on the Right of the Child (UNCRC) discussed the alternative methods to corporal punishment like guidance and counseling and use of positive reinforcement involving learning when setting rules in controlling indiscipline in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

INTRODUCTION

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

3.1 Research Design

This research adopted a descriptive survey research design. This design is ideal for collecting in-depth information about people's attitude, opinions or habits. This study; efficacy of alternative methods on learners discipline in primary schools, the design is the most ideal since teachers opinions and attitudes need to be captured. It is appropriate to use this approach as it gives the researcher concrete data which brings out the attitudes, opinions and effectiveness clearly.

3.2 Location of the Study

The study was carried out in Nyeri- Central Sub-County, Nyeri County, Kenya. This area was selected as the area provides both rural and peri-rural schools. It is also the same area cited with a case where a learner died in the hands of a teacher as a result of corporal punishment meted on him by a teacher for lack of P.E. kit (Daily Nation, January 25, 2001). Since the Ministry of Education Office has advocated for alternative methods to be used to instill discipline other than corporal punishment. This enabled the researcher to get correct and inclusive information on the alternative methods being used in place of corporal punishment in schools in this area.

3.3 Target Population

The target population was 616 respondents comprising of all the 43 Head teachers from the 43 primary schools, all 572 teachers in primary schools in Nyeri-Central Sub-County and one SCQASO in Nyeri-Central Sub-County (SCDE, Nyeri).

3.4 Sample and Sampling Procedure

This part contains the sample of respondents to be used in this research and how these respondents will be identified, the sampling techniques and the sample size to be used.

3.4.1 Sampling Techniques

Stratified sampling technique was used to obtain representative samples of teachers and head teachers and purposive sampling was used to include the SCQASO in the sample. The teachers were stratified in three strata; lower classes (standard 1-3), middle classes(standard 4-5) and upper classes(standard 6-8).The selection of schools and thus the head teachers was done by listing the schools from 1 to 43 whereby every 3rd school in the list was selected for the study. All the head teachers from the schools selected participated in the study.

3.4.2 Sample Size

A sample size of 13 schools (30% of 43) was selected to represent schools and the number of head teachers used in the study. A sample of 91 teachers (15.9% of 572) was randomly selected. The sample was arrived at by randomly picking from the teaching staff register; selecting 7 teachers from each of the thirteen (13) schools such that the teachers were systematically selected. Stratum 1-3 had three teachers; stratum 4-5 had 2 teachers and stratum 6-7 had 2 teachers, hence the 7 teachers from each

school. According to Mugenda and Mugenda (1999) 15.9% was considered adequate to represent the teacher's population.

Table 3.1: Table Describing the Sampling Frame

Sample Frame	Sample Size	Target Population Size	Percentage (%) Sample
Schools	13	43	30
Teachers	91	572	15.9
Head teachers	13	43	30
SCQASO	1	1	100
TOTAL	118	659	17.9

Source: Researcher (2015)

3.5 Research Instruments

Data was collected using two instruments. These included questionnaires administered to teachers and head teachers and interview schedules administered to the SCQASO.

3.5.1 Questionnaire

The questionnaires were administered to the teachers and the head teachers. Teachers were required to state the rate of occurrence of various forms of indiscipline in their schools and how to deal with these forms of indiscipline during this era of the ban on corporal punishment. They were also required to explain their role in enhancing discipline in schools. The head teachers were also required to show their awareness of the alternative methods being employed in managing learners' discipline, explain the teacher's response in embracing the alternative methods and trainings that have been done on these reinforcements. These questionnaires showed Teachers'

preparedness to change and their opinion on the said methods in Nyeri-Central Sub-County.

3.5.2 Interview Schedule

The interview schedule was subjected to the SCQASO to show the discipline status after the ban of corporal punishment and how effective and efficient alternative methods have been in Nyeri -Central Sub-County.

3.6 Piloting of the Study

It is important that the research instruments are piloted as a way to fine tune them (Wiersma, 1995). This was vital as it enabled both the reliability and validity of both the questionnaires and the interview schedules to be determined. Ihururu primary school in Tetu Sub-County was selected to pilot and pretest both instruments.

3.7 Validity and Reliability of the Instruments

This section highlights the quality of the research instruments used in this study

3.7.1 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003), In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. In the current study, the researcher sought the assistance of the research supervisors who, as experts in research, helped improve content and construct validity of the instruments.

3.7.2 Reliability

Reliability is the extent to which results are consistent over time. In the current study the method used to ensure reliability was test retest method (Mugenda & Mugenda, 2009). This was obtained by administering the same test twice over a period of time

to a group of individuals. This was done at Ihururu primary school a month before the actual study. The test and retest method was used to correlate the results giving a coefficient of 0.76. This is ideal for the instruments to be considered sufficiently reliable to make decisions about the questionnaires based on their observed scores (Cronbach, 1972).

$$\text{Correlation coefficient therefore, } r = \frac{\sum (x-x)(y-y)}{n \left(\sqrt{\frac{\sum (x-x)^2}{n-1}} \right) \left(\sqrt{\frac{\sum (y-y)^2}{n-1}} \right)}$$

3.8 Data Collection Procedure

The researcher obtained an introductory letter from Karatina University which was used to apply for a research permit from the National Commission of Science and Technology. On receipt of the permit, the researcher used it to solicit for local consent from the Sub-County Director of Education Nyeri-Central Sub-County. The researcher then proceeded to administer the questionnaires and interviews. The researcher self-administered and collected the filled-in questionnaires to ensure maximum return rate.

3.9 Data Analysis

Data collected was analyzed qualitatively using SPSS Version 19. Frequencies of occurrences and percentages were noted. Tables were drawn showing the frequencies of indiscipline occurrences and the percentages. From the tables, graphs were generated from the data in the tables and explanation was given below the graph to make it clear. Various alternative methods to corporal punishment being used by teachers were examined and their effectiveness in instilling learners discipline was

drawn from the data collected. The researcher made conclusions on the efficacy of the alternative methods to learners' discipline.

3.10 Ethical Consideration

In the process of carrying out the research, honesty was observed in reporting the findings whereby there were no manipulations or undue assumptions. The responses gathered were treated with utmost confidence to protect the respondent's privacy by not divulging the identities of the respondents. The subjects were also assured that the results obtained would be used for research purposes only whereby the findings obtained were not linked to any of the respondents and not used for any other purpose other than for academic purposes. Further, informed consent was sought in dealing with the respondents whereby they were not coerced but allowed to choose by their free will to participate in the study.

3.11 Chapter Summary

This chapter has focused on research design and methodology used in collecting data towards this research, the location of study being Nyeri-Central Sub-County, Kenya. The research targeted head teachers, teachers and SCQASO in Nyeri-Central Sub-County. The actual population being 572 teachers, 43 head teachers and one SCQASO. A multistage sampling technique was utilized where stratified sampling procedure used first then simple random sampling was used. The instruments used were questionnaires and an interview schedule. Its validity and reliability was put into test and they were piloted.

A permit to conduct the research was sought from the National Commission of Science and Technology and the SCDE, Nyeri-Central Sub-County. The data was then analyzed using Statistical Package for Social Sciences (SPSS) and conclusions

and recommendations made. Lastly, research ethics were upheld whereby the data collected was treated with utmost confidence to protect the respondents'` privacy.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

INTRODUCTION

The chapter is divided into three thematic areas. The first section presents the response rate, the second section presents the characteristics of the sample and the third section presents the empirical findings of the study and discussion of the findings.

4.1 Response Rate

A total of 104 questionnaires (91 to teachers and 13 to head teachers) were used to gather data. A huge 74 duly filled in questionnaires were returned representing 92.4% response rate as seen in Table 4.1

Table 4.1: Response Rate

Sample Frame	Size of Sample	Actual Respondents	Percentage (%) Sample
Teachers	91	85	93.3
Head teachers	13	11	84.6
SCQASO	1	1	100
TOTAL	105	97	92.4

Source: Researcher (2015)

According to Edward (2000), a response rate of 80% and above is absolutely satisfactory while 60-80% is quite satisfactory. A rate below 60% is barely acceptable. Accordingly, the response rate was good enough to give credence to the findings. The high response rate was attributed to the good rapport the researcher created with the respondents, the researcher's familiarity with the location of study as the welfare

chairman of the teachers in the area. In addition, the researcher self-administered the instruments so as to ensure maximum response rate.

4.2 Demographic Characteristics of respondents

Analysis of the teachers' distribution was by length of teaching experience and job position while that of the head teachers was by length of headship experience and highest academic experience. Tables 4.1, 4.2 and 4.3 give detailed analysis.

Table 4.2: Distribution of Teachers by Length of Teaching Experience

Length of Teaching Experience	Frequency	Percentage (%)
1-5 Years	9	10.6
6-10 Years	12	14.1
11-15 Years	27	31.8
16-20 Years	4	4.7
Over 20 Years	33	38.8
TOTAL	85	100.0

Table 4.2 clearly shows that majority of the teachers 33(38.8%) had a wealth of teaching experience having served for more than 20 years.4(4.7 %) have worked for 16-20 years, 27(31.8%) for 11-15 years, 12(14.1%) for 6-10 years and only 9(10.6%) for less than 5 years. The findings indicate that majority of the teachers sampled had long experience having taught for many years; hence they were capable of giving valid and reliable data. Further, the researcher sought to establish the distribution of teachers in the sample by their job positions.

Table 4.3: Distribution of Teachers by Job Positions

Job Position	Frequency	Percent
Assistant teachers	18	21.2
Teacher	53	62.4
Senior Teacher	10	11.8
Deputy Head Teacher	4	4.8
TOTAL	85	100

Findings displayed in Table 4.3 shows that majority of the teachers 53(62.4%) were teachers by job description, 18(21.2%) were assistant teachers, 10(11.8%) were senior teachers and 4(4.8%) were deputy principals by job description. The findings indicate that the every job position was represented in the sample implying that balanced and reliable responses could be obtained from the sample.

Table 4.4: Distribution of Head Teachers by Length of Headship Experience

Length of Headship Experience	Frequency	Percent
0 – 2 years	1	9.1
5 – 7 years	1	9.1
8 – 10 years	4	36.4
Above 10 years	5	45.5
Total	11	100.0

Table 4.4 indicates that majority of the head teachers 5(45.5%) had served as head teachers for more than 10 years, 4(36.4%) had served as the head teachers for 8-10 years and 1(9.1%) had served as head teachers for 5-7 years and 1(9.1%) had served as head teacher for less than 2 years. The response implies that majority of the head teachers had long headship experience and would therefore be in a position to give reliable responses.

The study sought to establish the distribution of the head teachers by their highest academic qualifications. Figure 4.1 vividly displays the distribution of the responses obtained.

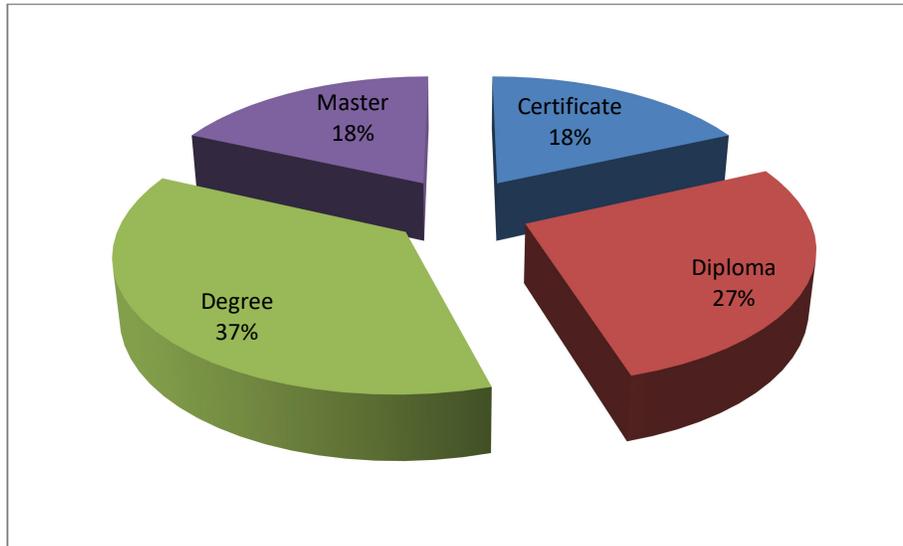


Figure 4.1: Distribution of Head Teachers by Academic Qualifications

The information on Figure 4.1 indicates that majority of the head teachers (37%) had bachelor's degree qualifications, 27% had diploma qualifications, 18% had masters' qualifications and 18% had certificate qualifications. The findings indicate that the sample comprised of head teachers with high academic qualifications; hence they were capable of giving responses from a well-informed position and thus could give credible and useful data. Further, the researcher sought to analyze the distribution of the schools sampled by their average class size. Table 4.5 displays the findings.

Table 4.5: Distribution of Schools by their average Class Size

Average Class Size	Frequency	Percent
Up to 15 Pupils	10	11.8
16-25 Pupils	12	14.1
26-35 Pupils	38	44.7
36-55 Years	11	12.9
Over 55 Pupils	14	16.5
Total	85	100.0

Information on Table 4.5 indicates that majority of the teachers 38(44.7%) said that their average class size was 26-35 pupils, 14(16.5%) said that their average class size was over 55 pupils, 12(14.1%) said that their average class size was 16-25 pupils, 11(12.9%) said that their average class size was 36-55 pupils and only 10(11.8%) said that their average class size was less than 15 pupils. The findings indicate that the class sizes were relatively big compared to the approved class size of 35 pupils in primary schools. This was likely to impact on the ability of the teacher to manage discipline in their classes effectively.

4.3 Empirical Findings of the Study

The researcher came up with four objectives of the study. In order to achieve the objectives, descriptive statistics were used. The sections that follow present the empirical findings objective wise.

4.3.1 Factors Contributing to Indiscipline in Primary Schools

The first objective of the study was to examine factors contributing to indiscipline in primary schools in Nyeri-Central Sub-County and the corresponding research question was, what are the factors contributing to indiscipline cases in primary schools in Nyeri-Central Sub-County?

To achieve this objective, the researcher sought to establish the rate of occurrence of 11 different forms of indiscipline in their schools or classes. Tables 4.6 shows analyses of responses obtained.

Table 4.6: Frequency of Occurrence of Different Forms of Indiscipline

Indiscipline Case	Frequency of Occurrence (%)					
	Very High	High	Average	Low	Very Low	
Absenteeism/Truancy	9.4	17.6	7.1	21.2	44.7	
Late coming	9.4	11.8	3.5	24.7	50.6	
Bullying	4.7	4.7	11.8	8.2	70.6	
Stealing	4.7	4.7	20.0	27.1	43.5	
Noise making	26.5	32.9	20.6	16.5	3.5	
Fighting	4.7	47.1	15.3	20.0	12.9	
Not finishing homework	35.9	21.8	24.7	7.6	10.0	
Use of foul language	14.7	50.6	4.7	19.4	10.6	
Vandalism	7.1	4.7	22.4	12.9	52.9	
Lying	19.4	39.4	17.1	5.3	18.8	
Indecency	8.2	0	15.3	24.7	51.8	

Analysis of the findings in Table 4.6 shows that majority of the teachers (44.7%) said that frequency of indiscipline cases involving absenteeism or truancy is very low, 21.2% said the cases are low, 7.1% of the teachers said they are average, 17.6% said that the cases are high and 9.4% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (65.9%) perceive the frequency of indiscipline cases emanating from absenteeism and truancy as low and only 27% of the teachers perceive the frequency of the indiscipline cases associated with absenteeism and truancy as high. This implies that absenteeism and truancy are not significant causes of indiscipline.

About late coming, the findings indicate that majority of the teachers (50.6%) said that frequency of indiscipline cases involving late coming is very low, 24.7% said the cases are low, 3.5% of the teachers said they are average, 11.8% said that the cases are high and 9.4% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (75.3%) perceive the frequency of indiscipline cases emanating from late coming as low and only 24.7% of the teachers perceive the frequency of the indiscipline cases associated with late coming as high. This implies that late coming is not a significant cause of indiscipline.

About bullying, the findings indicate that majority of the teachers (70.6%) said that frequency of indiscipline cases involving bullying is very low, 8.2% said the cases are low, 11.8% of the teachers said they are average, 4.7% said that the cases are high and 4.7% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (78.8%) perceive the frequency of indiscipline cases emanating from bullying as low and only 21.2% of the teachers perceive the frequency of the indiscipline cases associated with bullying as high. This implies that bullying is not a significant cause of indiscipline. The small number of cases of bullying may be attributed to the fact that most of the pupils come from the same neighborhoods at home and therefore are familiar with each other thus reducing extent of hostilities against each other.

About stealing, the findings indicate that majority of the teachers (43.5%) said that frequency of indiscipline cases involving stealing is very low, 27.1% said the cases are low, 20.0% of the teachers said they are average, 4.7% said that the cases are high and 4.7% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (70.6%) perceive the frequency of indiscipline cases emanating from stealing as low and only 9.4% of the teachers

perceive the frequency of the indiscipline cases associated with stealing as high. This implies that stealing is not a significant cause of indiscipline. This may be attributed to the fact that majority of the schools are day schools and therefore the pupils do not bring to school any other property apart from books and stationery.

Findings indicate that 3.5% of the teachers said that frequency of indiscipline cases involving noisemaking is very low, 16.5% said the cases are low, 20.6% of the teachers said they are average, 32.9% said that the cases are high and 26.5% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (59.4%) perceive the frequency of indiscipline cases emanating from noisemaking as low and only 40.6% of the teachers perceive the frequency of the indiscipline cases associated with noisemaking as high. This implies that noisemaking is a significant cause of indiscipline.

Analysis on fighting, indicate that 12.9% of the teachers said that frequency of indiscipline cases involving fighting is very low, 20.0% said the cases are low, 15.3% of the teachers said they are average, 47.1% said that the cases are high and 4.7% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (32.9%) perceive the frequency of indiscipline cases emanating from fighting as low and 51.8% of the teachers perceive the frequency of the indiscipline cases associated with fighting as high. This implies that fighting is a significant cause of indiscipline.

A whole 10.0% of the teachers said that frequency of indiscipline cases involving not finishing homework is very low, 7.6% said the cases are low, 24.7% of the teachers said they are average, 21.8% said that the cases are high and 35.9% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that

majority of the teachers (57.7%) perceive the frequency of indiscipline cases emanating from not finishing homework as high and only 17.6% of the teachers perceive the frequency of the indiscipline cases associated with not finishing homework as low. This implies that not finishing homework is a significant cause of indiscipline.

Findings on language indicate that 10.6% of the teachers said that frequency of indiscipline cases involving use of foul language is very low, 19.4% said the cases are low, 4.7% of the teachers said they are average, 50.6% said that the cases are high and 14.7% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (65.3%) perceive the frequency of indiscipline cases emanating from use of foul language as high and only 30.0% of the teachers perceive the frequency of the indiscipline cases associated with use of foul language as low. This implies that use of foul language is a significant cause of indiscipline.

Majority of the teachers (52.9%) said that frequency of indiscipline cases involving vandalism is very low, 12.9% said the cases are low, 22.4% of the teachers said they are average, 4.7% said that the cases are high and 7.1% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (65.8%) perceive the frequency of indiscipline cases emanating from vandalism as low and only 11.8% of the teachers perceive the frequency of the indiscipline cases associated with vandalism as high. This implies that vandalism is not a significant cause of indiscipline.

A significant 18.8% of the teachers said that frequency of indiscipline cases involving lying is very low, 5.3% said the cases are low, 17.1% of the teachers said they are average, 39.4% said that the cases are high and 19.4% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (58.8%) perceive the frequency of indiscipline cases emanating from lying as high and only 24.1% of the teachers perceive the frequency of the indiscipline cases associated with lying as low. This implies that lying is a significant cause of indiscipline.

Finally, on indecency including indecent clothing and sexual impropriety, the findings indicate that majority of the teachers (51.8%) said that frequency of indiscipline cases involving indecency is very low, 24.7% said the cases are low, 15.3% of the teachers said they are average, 0.0% said that the cases are high and 8.2% of the teachers said the frequency of the cases was very high. Cumulatively, the findings indicate that majority of the teachers (76.5%) perceive the frequency of indiscipline cases emanating from indecency as low and only 8.2% of the teachers perceive the frequency of the indiscipline cases associated with indecency as high. This implies that indecency is not a significant cause of indiscipline. The fact that indecency is not a significant cause of indiscipline may be attributed to the fact that most of the schools that participated in the study are day schools and thus pupils are subjected to monitoring from parents and the society at home as well as teachers at school. In addition, majority of the pupils are in their formative ages and thus have not been adversely affected by other agents of socialization such as the media and peers.

The county SCQASO concurred with the findings obtained from the teachers responses on the cases of indiscipline reported to his office. According to the SCQASO, most of the indiscipline cases brought to his attention from the schools

involve late coming, chronic absenteeism, fighting and failure to adhere to school rules and regulations.

The findings of the study concur with the findings of past research work carried on the issue of pupils' discipline, for instance, Lochan (2010) identifies most frequent ways through which pupil's indiscipline is expressed as noise making, fighting and failure to complete assigned work. In addition, Leach (2011) lists major indiscipline expressions in schools as use of foul language on other pupils and members of the school community and also lying. On the other hand, Grossinle (1990) identifies fighting, failure to adhere to instructions and school rules and noisemaking as the main ways through which indiscipline is manifested in primary schools.

4.3.2 Alternative Methods Being Used by Teachers to Curb Learners' Indiscipline

The second objective of the study sought to explore the alternative methods being used by teachers to curb learners' indiscipline in Nyeri-Central Sub-County and the research question sought to determine the efficacy of the alternative methods in instilling discipline to learners in Nyeri-Central Sub-County.

To achieve this objective, the researcher used five items. The first item sought to establish the nature of alternative discipline methods used by teachers to address indiscipline. The second item sought to find out the most preferred method by the teachers, the third item sought to establish the reasons for preferring the specific method, the fourth one sought to establish the role of teachers in discipline management, the fifth one sought to establish the frequency at which various discipline management practices are carried out in the school.

On the nature of alternative discipline methods used by teachers the responses are as summarized in Table 4.7.

Table 4.7: Discipline Methods used by Teachers

Discipline Method	Frequency	Percent
Guidance and Counseling	47	55.3
Corporal Punishment	6	7.1
Educating Learners of Importance of Following School Rules	32	37.6
Total	85	100.0

Table 4.7 shows that majority of the teachers 47(55.3%) use guidance and counseling as a method of instilling discipline, 32(37.6%) educate learners on importance of following school rules as a method of disciplining and 6(7.1%) use corporal punishment as a method of instilling discipline. The findings indicate that teachers use a variety of methods of instilling discipline to their pupils but guidance and counseling is the most popular method among teachers. The findings of the study concurs with those of Kopansky (2002) whose in his study found out that majority of the teachers do not use corporal punishment but they favour keeping it as an option among many other discipline methods such as parental involvement and guidance and counseling.

On the reasons for preferring a specific method, Table 4.8 displays the findings.

Table 4.8: Reasons for Preferring a Specific Discipline Method

Reasons	Frequency	Percent
Increased cases of indiscipline	33	38.8
Lack of better methods of punishment	9	10.6
Other methods consume a lot of time	26	30.6
Large class size	17	20.0
Total	85	100.0

Table 4.8 shows that majority of the teachers 33(38.8%) used the specific method due to increased cases of indiscipline among the pupils, 26(30.6%) said it is because other methods consume a lot of time, 17(20.0%) gave the reason as due to large class size while 9(10.6%) gave the reason as for lack of better methods of discipline management. This shows that majority of the teachers choose a method of discipline management suitable for handling large class size. The findings of the study confirm those of Human Rights Watch (1999) which found out that teachers have many options to use to instill discipline apart from corporal punishment and they make choices on which strategy to use based on the circumstances such as class size, seriousness of the discipline problem and the individual characteristics of the concerned pupils such as physical and mental health. On the role of teachers in discipline management, the responses were displayed on Table 4.9.

Table 4.9: Role of Teachers in Discipline Management

Practice	Frequency	Percent
Keeping discipline records	3	3.5
Involving other teachers in disciplining	34	40.0
Guidance and counseling	32	37.6
Writing school rules and regulations	8	9.4
Involving parents	8	9.4
Total	85	100.0

Table 4.9 shows that the roles of teachers roles in discipline management include keeping discipline records, involving other teachers in disciplining, guidance and counseling, writing school rules and regulations as well as involving parents in disciplining. Majority of the teachers 34(40.0%) identify involving other teachers in discipline management as the teachers role in discipline management. 32(37.6%) identify guidance and counseling, 8(9.4%) mention writing school rules and regulations,8(9.4%) cite involving school rules and regulations, 8(9.4%) mention involving parents and 3(3.5%) mention keeping discipline records as their roles in discipline management. The findings indicate that teachers play crucial roles in discipline management in schools. The findings agree with those of a study by Save the Children (2001) which concluded that teachers play different roles as far as instilling discipline is concerned which include recording cases of indiscipline, making and enforcing school rules and regulations as well as determining and executing the appropriate discipline management strategies for each case encountered with.

In an attempt to investigate further the frequency at which various discipline management practices. Table 4.11 analyzes the responses obtained.

Table 4.10: Frequency at which various Discipline Management Practices are Carried out.

Discipline Management Practices	Frequency at which they are Carried out (%)				
	Very Often	Often	Rarely	Very Rarely	Never
Checking Cleanliness	54.5	36.4	9.1	0	0
Marking Attendance Registers	81.8	9.1	9.1	0	0
Guidance and Counseling	9.1	72.7	18.2	0	0

Table 4.10 shows that the frequency of checking cleanliness is very often (54.5%), 36.4% often and 9.1% rarely. Marking of attendance registers is carried out very often (81.8%), often (9.1%) and rarely (9.1%). Guidance and counseling is carried out very often (9.1%), often (72.7%) and rarely (18.2%). The findings indicate that the discipline management practices involving checking cleanliness, marking attendance registers and guidance and counseling are carried out frequently in all the schools sampled. The findings of the study are in agreement with the findings of various scholars (Kopansky, 2002; Etesi, 2012) who noted that most teachers are increasingly adopting alternative methods of discipline management other than use of physical sanctions.

4.3.3 The Efficacy of the Alternative Methods in Instilling Discipline to Learners

The third objective of the study was to investigate the alternative methods being used by teachers to curb learners' indiscipline in Nyeri-Central Sub-County. Research question sought to establish the extent of success of the alternative methods applied in instilling discipline to learners in Nyeri-Central Sub-County.

In order to meet this objective, the researcher used three items. The first item sought to establish how the teachers and head teachers rate the effectiveness alternative discipline methods applied. The second item sought to establish the influence of alternative discipline methods on learners. The third item sought to establish whether the head teachers have adequate capacity to implement alternative discipline methods. The fourth item sought to establish the measures that have been put in place in order to increase the effectiveness of the alternative discipline methods, specifically the nature of training received and its effectiveness.

Considering the ratings of the teachers and head teachers' effectiveness of the alternative discipline methods, the responses were tabulated in Table 4.11.

Table 4.11: Effectiveness of Alternative Discipline Management Methods

Discipline Management Method	Level of Effectiveness (%)				
	Very effective	Effective	Moderate Effectiveness	Ineffective	Very Ineffective
Guidance and counseling	29.4	32.9	23.5	7.6	6.5
Good Classroom Management	22.4	40.0	14.1	12.9	10.6
Effective Teaching Methods	15.3	49.4	15.3	10.6	9.4
Inclusion of Learners in Making Rules	17.6	40.3	23.2	11.8	7.1

Table 4.11 shows that 23.5% of the teachers find guidance and counseling moderately effective in managing discipline, 32.9% find it effective, 29.4% find it very effective, 7.6 find it ineffective and 6.5% find it very ineffective. Cumulatively, majority of the teachers (62.3%) find guidance and counseling effective in managing discipline and only 14.1% of the teachers find guidance and counseling ineffective in managing

discipline in their schools. This shows that majority of the teachers consider guidance and counseling effective and therefore make use of it as a method of managing discipline in their schools.

Teachers (14.1%) find use of good class room management moderately effective in managing discipline, 40.0% find it effective, 22.4% find it very effective, 12.9% find it ineffective and 10.6% find it very ineffective. Cumulatively, majority of the teachers (62.4%) find good classroom management effective in managing discipline and only 23.5% of the teachers find use of good classroom management ineffective in managing discipline in their schools. This shows that majority of the teachers consider good classroom management effective and therefore make use of it as a method of managing discipline in their schools.

Effective teaching methods was found by 15.3% of teachers to be moderately effective in managing discipline, 49.4% find it effective, 15.3% find it very effective, 10.6% find it ineffective and 9.4% find it very ineffective. Cumulatively, majority of the teachers (64.7%) find use of effective teaching methods effective in managing discipline and only 20.0% of the teachers find effective teaching methods, effective in managing discipline in their schools. This shows that majority of the teachers consider use of effective teaching methods as an effective method of managing discipline and therefore make use of it as a method of managing discipline in their schools.

Managing discipline in schools was found by 23.2% of teachers moderately effective in managing discipline, 40.3% find it effective, 17.6% find it very effective, 11.8% find it ineffective and 7.1% find it very ineffective. Cumulatively, majority of the teachers (57.9%) find inclusion of learners in making rules effective in managing discipline and only 18.9% of the teachers find inclusion of learners in making rules

ineffective in managing discipline in their schools. This shows that majority of the teachers consider inclusion of learners in making rules effective and therefore make use of it as a method of managing discipline in their schools. The findings concur with the findings obtained from the county SCQASO who pointed out that majority of the teachers have adopted alternative discipline management methods and are increasingly using them. He further noted that instances of using corporal punishment have drastically reduced in the schools in the area. This study concurs with other research works that have advocated for the use of alternative discipline management techniques instead of the traditional corporal punishment (Kopansky, 2002; Human Rights Watch, 1999).

On the influence of alternative discipline methods on learners, the researcher asked the head teachers to rate the extent to which each of the alternative discipline management practices have influenced the learners in their schools. Table 4.12 presents the analysis of the findings obtained.

Table 4.12: Level of Influence of Alternative Discipline Method on Learners

Alternative Discipline Method	Level of Influence on Learners				
	Very High	High	Moderate	Low	Very Low
Guidance and Counseling	27.3	72.7	0.0	0.0	0.0
Good Class room Management Practices	18.2	81.8	0.0	0.0	0.0
Effective Teaching Methods	72.7	27.3	0.0	0.0	0.0
Involvement in making school rules	54.5	36.4	9.1	0.0	0.0
Electing their leaders/Government	27.3	54.5	18.2	0.0	0.0

Analysis on Table 4.12 shows that 72.7% of the head teachers find guidance and counseling to have a high influence on the pupils and 27.3% of the head teachers find guidance and counseling to have a very high impact on the pupils. The findings indicate that the opinion of the head teachers about the impact of guidance and counseling on pupils is unanimous that it influences learners to a large extent.

Analysis of classroom management practices found 81.8% of the head teachers advocating for the practices to have a high impact on pupils and 18.2% find that they have very high impact on the pupils. The findings indicate that the opinion of the head teachers about the impact of good class room management practices on pupils is unanimous that it influences learners to a large extent.

Effective teaching methods was found by 27.3% of the head teachers to have a high influence on the pupils and 72.7% of the head teachers find effective teaching methods to have a very high impact on the pupils. The findings indicate that the

opinion of the head teachers about the impact of effective teaching methods on pupils is unanimous that it influences learners to a large extent.

Making school rules was supported by 36.4% of the head teachers for having a high influence on the pupils, 54.5% of the head teachers find involvement in making school rules to have a very high impact on the pupils and 9.1% of the head teachers said that it has a moderate impact on the pupils. The findings indicate that the opinion of the head teachers about the impact of involvement in making school rules on pupils is unanimous that it influences learners to a large extent.

Analysis shows that 54.5% of the head teachers find electing their leaders to have a high influence on the pupils, 27.3% of the head teachers find electing their leaders/government to have a very high impact on the pupils and 18.2% of the head teachers said that it has a moderate impact. The findings indicate that the opinion of the head teachers about the impact of electing their leaders/government on pupils is unanimous that it influences learners to a large extent.

Whether the head teachers have adequate capacity to implement alternative discipline methods, the responses obtained were displayed in Table 4.13.

Table 4.13: Adequacy of Capacity to Implement Alternative Methods of Instilling Discipline.

Response	Frequency	Percent
Low Extent	4	36.4
Very Low Extent	7	63.6
Total	11	100.0

Analysis displayed on Table 4.13 shows that majority of the head teachers 7(63.6%) felt that they have low capacity to implement alternative discipline methods and 4(36%) of the teachers felt that they have very low capacity to implement alternative discipline methods. This indicates that majority of the head teachers lack adequate capacity to apply alternative discipline methods.

Measures that need to be put in place in order to increase the effectiveness of the alternative discipline methods, the responses obtained were displayed in Table 4.14.

Table 4.14: Measures that need to be put in Place to Increase Effectiveness of Alternative Discipline Methods

Measures	Frequency	Percent
Take Teachers for Seminars	8	72.7
Regular Inspections in Schools on Use of Alternative Methods	1	9.1
Reward Schools that Embrace Alternative Reinforcements	2	18.2
Total	11	100.0

Analysis presented on Table 4.14 shows that majority of the head teachers 8(72.7%) felt that for effectiveness of alternative discipline methods to be effective, teachers need to be taken for seminars, 2(18.2%) felt that schools which implement the methods should be rewarded in order to encourage others to follow suit and 1(9.1%) said that the effectiveness of implementation of the methods would be increased through regular inspection of schools to enhance compliance. The findings of the study on the effectiveness of alternative discipline management strategies are in line with those of past studies (Etesi, 2012) who found that alternative discipline methods such as positive reinforcement and guidance and counseling to be gaining popularity

among the teachers and are increasingly being found to be more effective than the traditional discipline management strategies such as corporal punishment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The basic purpose of this chapter is to give the summary, conclusions and recommendations of the study. This was based on the research findings that are presented and discussed in the previous chapters.

5.1 Summary of Major Findings

The following sections provide a summary of findings of the study based on its objectives.

5.1.1 Factors Contributing to Indiscipline in Primary Schools

The first objective sought to establish the factors contributing to indiscipline in schools. The study identified 11 different causes of indiscipline that are prevalent in schools. It indicated that absenteeism/ truancy, not finishing homework, use of foul language, lying are very prevalent in their schools or classes. Forms of indiscipline including late coming, bullying, stealing, noisemaking, fighting, vandalism and indecency are less prevalent, a finding that was corroborated by the county SCQASO and past research work (Lochan, 2010; Leach, 2011; Grossinckle, 1990).

5.2.2: Alternative Discipline Methods used in Schools

The second objective of the study sought to explore the alternative methods being used by teachers to curb learners' indiscipline. It was found out that majority of the teachers use guidance and counseling as a method of instilling discipline and others educate learners on importance of following school rules as a method of disciplining and a few others use corporal punishment as a method of instilling discipline. The

findings indicate that teachers use a variety of methods of instilling discipline to their pupils but guidance and counseling is the most popular method among teachers.

Further, it was found out that majority of the teachers used the specific method due to increased cases of indiscipline among the pupils, others said it is because other methods consume a lot of time, others gave the reason as due to large class size while a small proportion of the teachers gave the reason as for lack of better methods of discipline management. This shows that majority of the teachers choose a method of discipline management suitable for handling large class size.

The role of teachers in discipline management, the study identified the teachers' roles in discipline management as to include keeping discipline records, involving other teachers in disciplining, guidance and counseling, writing school rules and regulations as well as involving parents in disciplining. Majority of the teachers identify involving other teachers in discipline management as the teacher's role in discipline management while only a few cited keeping discipline records as their roles in discipline management. The findings indicate that teachers play crucial roles in discipline management in schools.

In an attempt to investigate further the frequency at which various discipline management practices; it was found that checking cleanliness is the most frequent followed by marking of attendance registers then guidance and counseling. The findings of the study are in agreement with the findings of various scholars (Kopansky, 2002; Etes, 2012) who noted that most teachers are increasingly adopting alternative methods of discipline management other than use of physical sanctions.

5.1.3 Efficacy of the Alternative Methods in Instilling Discipline to Learners

The third objective of the study was to determine the efficacy of the alternative methods being used by teachers to curb learners' indiscipline. The study found that majority of the teachers find guidance and counseling effective in managing discipline and only 14.1% of the teachers find guidance and counseling ineffective in managing discipline in their schools.

On the effectiveness of alternative methods of managing discipline in schools, majority of the teachers find guidance and counseling effective in managing discipline indicating that majority of the teachers consider guidance and counseling effective and therefore make use of it as a method of managing discipline in their schools. Similarly, majority of the teachers find use of effective teaching methods effective in managing discipline indicating that majority of the teachers consider use of effective teaching methods as an effective method of managing discipline and therefore make use of it as a method of managing discipline in their schools. In addition, majority of the teachers find inclusion of learners in making rules effective in managing discipline implying that majority of the teachers consider inclusion of learners in making rules effective and therefore make use of it as a method of managing discipline in their schools. The findings concur with the findings obtained from the county SCQASO who pointed out that majority of the teachers have adopted alternative discipline management methods and are increasingly using them. He further noted that instances of using corporal punishment have drastically reduced in the schools in the area. Towards the influence of alternative discipline methods on learners, the researcher asked the head teachers to rate the extent to which each of the alternative discipline management practices have influenced the learners in their schools. The head teachers were unanimous that guidance and counseling, effective teaching methods,

involvement in making school rules and involving the learners in electing their leaders/government to have a high influence on the pupils.

Whether the head teachers have adequate capacity to implement alternative discipline methods, majority of the head teachers felt that they have low capacity to implement alternative discipline methods indicating that majority of the head teachers lack adequate capacity to apply alternative discipline methods. In addition, the study found out that majority of the head teachers felt that for effectiveness of alternative discipline methods to be effective, teachers need to be taken for seminars others were of the opinion that schools which implement the methods should be rewarded in order to encourage others to follow suit and a few others felt that the effectiveness of implementation of the methods would be increased through regular inspection of schools to enhance compliance.

5.2 Conclusions

The purpose of this study is to examine the prevalence of indiscipline cases and examine the various alternative methods of punishment used on learners other than corporal punishment and the efficiency of these alternative methods in instilling discipline to learners in Nyeri-Central Sub-County. Specifically, the study sought to examine factors contributing to indiscipline in primary schools, explore the alternative methods being used by teachers to curb learners' indiscipline and to determine the efficacy of the alternative methods in instilling discipline to learners. The study adopted descriptive survey research design and was carried in Nyeri-Central Sub-County, Kenya. The target population was all the 43 head teachers from the 43 primary schools, all 572 teachers in primary schools in Nyeri-Central Sub-County and one SCQASO in Nyeri-Central Sub-County (SCDE, Nyeri). A sample of 13 head teachers and 91 teachers was used. Data was collected using two of the data collection

instruments; questionnaire administered to the teachers and the head teachers and interview schedule will be subjected to the SCQASO. A total of 74 duly filled questionnaires were returned representing 92.4% response rate and was considered adequate for the study.

The analysis of the sample indicated that majority of the teachers sampled had long experience having taught for many years and that every job position was represented in the sample implying that balanced and reliable responses could be obtained from the sample. Majority of the head teachers had long headship experience and had relatively high academic qualifications implying that they would be in a position to give reliable responses. Analysis of the schools indicated that the class sizes were relatively big compared to the approved class size of 35 pupils in primary school. This was likely to impact on the ability of the teacher to manage discipline in their classes effectively.

The study identified 11 different causes of indiscipline that are prevalent in schools. It indicated that absenteeism/ truancy, not finishing homework, use of foul, lying are very prevalent in their schools or classes. Forms of indiscipline including late coming, bullying, stealing, noisemaking, fighting, vandalism and indecency are less prevalent, a finding that was corroborated by the county SCQASO.

It was found out that majority of the teachers use guidance and counseling as a method of instilling discipline and others educate learners on importance of following school rules as a method of disciplining and a few others use corporal punishment as a method of instilling discipline. The findings indicate that teachers use a variety of methods of instilling discipline to their pupils but guidance and counseling is the most popular method among teachers. Further, it was found out that majority of the

teachers used the specific method due to increased cases of indiscipline among the pupils, others said it is because other methods consume a lot of time, others gave the reason as due to large class size while a small proportion of the teachers gave the reason as for lack of better methods of discipline management. This shows that majority of the teachers choose a method of discipline management suitable for handling large class size.

Majority of the teachers identified involving other teachers in discipline management as the teacher's role in discipline management while only a few cited keeping discipline records as their roles in discipline management. The findings indicate that teachers play crucial roles in discipline management in schools. Further, the study found out that checking cleanliness is the most frequent followed by marking of attendance registers then guidance and counseling.

The study found that majority of the teachers finds guidance and counseling effective in managing discipline. In addition, it was found out that majority of the teachers find guidance and counseling effective in managing discipline indicating that majority of the teachers consider guidance and counseling, use of effective teaching methods and inclusion of learners in making rules effective and therefore make use of it as a method of managing discipline in their schools. The findings concur with the findings obtained from the county SCQASO who pointed out that majority of the teachers have adopted alternative discipline management methods and are increasingly using them. The study also found out that, the head teachers were unanimous that guidance and counseling, effective teaching methods, involvement in making school rules and involving the learners in electing their leaders/government to have a high influence on the pupils.

On whether the head teachers have adequate capacity to implement alternative discipline methods, majority of the head teachers felt that they have low capacity to implement alternative discipline methods indicating that majority of the head teachers lack adequate capacity to apply alternative discipline methods. In addition, the study found out that majority of the head teachers felt that for effectiveness of alternative discipline methods to be effective, teachers need to be taken for seminars others were of the opinion that schools which implement the methods should be rewarded in order to encourage others to follow suit and a few others felt that the effectiveness of implementation of the methods would be increased through regular inspection of schools to enhance compliance.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made;

- i. Workshops and seminars need to be organized regularly in order to create awareness on the prevalence of some forms of indiscipline in the schools. These meetings will help in sensitizing the teachers, parents and other stakeholders on ways of curbing the prevalent forms of indiscipline in the area. The finding of this research for instance shows majority of the head teachers (63.6%) felt that they have low capacity to implement alternative discipline methods and (36%) of the teachers felt that they have very low capacity to implement alternative discipline methods. This indicates that majority of the head teachers lack adequate capacity to apply alternative discipline methods.

- ii. Teachers need to be equipped with the necessary support in order to help them keep good records of indiscipline as well as impart the necessary life skills to pupils. This is because, (3.5%) mention keeping discipline records as their roles in discipline management.
- iii. The teachers need to be trained on the moral, spiritual and social aspects and the changing disciplinary methods. This will enhance the adoption and implementation of alternative disciplinary methods.
- iv. Other stakeholders such as education officials, religious institutions as well as other agents of socialization need to be involved and actively involved in discipline mitigation of pupils. The researcher concurs with Ajzen, (1985) religious beliefs may intervene and affect the desired results in terms of discipline and this will affect social and education progress. Disciplined learners in return will promote social and education progress and will enhance people's culture and religious beliefs and a responsible media.
- v. Corporal punishment is banned in Kenya Education Act 2013, also from the literature review it is not an effective method of discipline. From the findings 7.1% of teachers use corporal punishment as a method of instilling discipline. There is need for sensitization on the need to embrace alternative discipline methods and be prevailed upon to abandon corporal punishment. This can be done through seminars, workshops and inclusion in the teacher's proficiency courses.

5.4 Recommendations for Further Research

In light of the findings of the study, the researcher recommends that more studies may be made on the effectiveness of the discipline management strategies and also longitudinal studies over the same area could be explored. The researcher may have left out many other alternative methods to instill discipline of learners in schools that could be not explored. The learners' who were left out in this study could give their own view on this issue of discipline.

REFERENCES

- Ajzen, I. (1985). *From intentions to actions: A theory of planned behaviour*. Heidelberg, Germany: Springer.
- Cheunyane, G. (2008). *Substance abuse at school*. New York: City Press.
- Cronbach, L. (1990). *Essentials of psychology testing*. New York: Harper & Row.
- Curwin, R. (1998). *Discipline with dignity*. Alexandria, VA: The Association for Supervision and Curriculum Development.
- Dietz, T. (2000). Disciplining children: Characteristics associated with the use of corporal punishment. *Child Abuse and Neglect*, 24(12), 1529-42.
- Donga, M. (1998). *The causes and consequences of indiscipline in public and independent secondary schools* (Masters Dissertation). Rand Afrikaans University, SA.
- Edwards, C. (2004). *Classroom discipline and management* (4th ed.). Sydney: Wiley & Sons.
- Eteshi, M. (2012). *Curbing students indiscipline in learning institution*. Nairobi: Shrend Publishers Ltd.
- Evans, D. & Miguel, E. (2004). Orphans and schooling in Africa: A longitudinal analysis. *Demography*, 44(1), 35-57.
- Fadhili, W. (2005, September 23). Indiscipline in schools. Who is to blame? *The Standard*, p. 10.

- Gaustard, J. (2005). *School discipline*. Available at <https://www.ericdigests.org/1992-1/school.htm>
- Gershoff, E. (2002). Corporal punishment by parents and associated child behaviours and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, 128(4), 539-579.
- Gladwell, A. (1999). *A survey of teachers' attitudes towards corporal punishment after the abolishment of corporal punishment* (Unpublished masters Dissertation). University of Western Cape, Bellville.
- Grossnickle D. (1990). *Preventive discipline for effective teaching and learning: A sourcebook for Teachers and Administrators*. Reston, Virginia: National Association of Secondary School Principals.
- Human Rights Watch (1999). *Spare the child: Corporal punishment in Kenyan schools*. Retrieved 21st November 2016 from <http://www.unher.org/refworld/docid/45d1adbc2.html>
- Idu, A. & Ojedapo (2011). Indiscipline in secondary schools: A cry to all stakeholders in education. *In Proceedings of the 2011 International Conference on Teaching, Learning and Change*. International Association for Teaching and Learning (IATEL).
- Kiprop, C. J. (2012). Approaches to management of discipline in secondary schools in Kenya. *International Journal of Research in Management*, 2(2), 120-139.
- Kiprop C. (2004). *Challenges faced by teachers and head teachers in maintaining student discipline in post caning era* (Unpublished M.Ed Dissertation). Egerton University, Njoro.

- Kopansky, T. M. (2000). *Corporal punishment in schools: A hit or miss proposition*. Retrieved from <http://www.geocities.com/forkidsake/kopansky.html>
- Kothari, C. (2006). *Research methodology: Methods and techniques*. New Delhi: New Age International Limited Publishers.
- Kyungu, S. (2001). *Education enrolment and wastage*. Nairobi: MOEST.
- Leach, F. (2003). Learning to be violent: The role of the school in developing adolescent gendered behaviour. *Compare: A Journal of Comparative and International Education*, 33(3), 385-400. DOI: [10.1080/03057920302587](https://doi.org/10.1080/03057920302587)
- Lewis, R. (1997). *The discipline dilemma* (2nd Ed). Melbourne, Australia: The Australian Council for Educational Research Ltd.
- Lochan, D. (2010). *Student perceptions of indiscipline at three primary schools in one educational district in Central Trinidad* (Unpublished Master's Thesis). University of West Indies, Mona, Jamaica.
- Lynskey, M. & Hall, (2000). The effect of adolescent cannabis sativa use on education attainment: A review. *Addiction*, 95(11), 1621-30.
- Magwa, S. & Ngara, R. (2014). Learner indiscipline in schools. *Review of Arts and Humanities*, 3(2), 79-88.
- Maphosa, C., & Mammen, K. J. (2011). How chaotic and unmanageable classrooms have become: Insights into prevalent forms of learner indiscipline in South African schools. *Anthropologist*, 13(3), 185-193.
- Mangovo, A., Whitney, S. & Chareka, C. (2011). The crisis of the student misbehaving in Zimbabwe public schools: Teachers' perception on the

impact of micro social challenge. *The African Symposium Online Journal of the African Education Research Network*, 11, 2.

Ministry of Education Science and Technology, Republic of Kenya (MOEST) (2005). *Kenya educational sector support programme 2005-2010: Delivering quality education and training to all Kenyans*. Nairobi: MOEST.

Mercurio, J. (1972). *Caning: Educational rite and tradition*. London: Syracuse University of California Press.

MOEST (2001). *Report of the taskforce on student indiscipline and unrest*. Nairobi: Jomo Kenyatta Foundation.

Moles, O. (1989). *Strategies to reduce student mis-behaviour*. Washington D.C.: Office of Educational Research and Improvement.

Mugenda, O. & Mugenda, A. (1999). *Research methods: Quantitative and qualitative approaches*. Nairobi: ACTS.

Mukolwe, A. N. (2015). *Selected correlates of examination anxiety and academic performance of students in public secondary schools in Khwisero Sub-County, Kakamega County, Kenya* (Unpublished PhD Thesis). Kenyatta University, Kenya.

Muthiani, S. (1996). *Teachers attitudes towards corporal punishment* (Unpublished Masters Thesis). Moi University, Kenya.

Nakpodia, E.D. (2010). *Human resource management in school administration in Delta State Nigeria, Delta State University*. Nigeria: Kamla-Raj Publishers.

- Okere, A. & Onyechi, K.C. (2007). *Counseling for stress management: A university of Nigeria students health, promotion for attainment of Millennium Development Goals*. A paper presented at the annual conference: University of Nigeria, Nsukka.
- Reid, K. (2006). Raising school attendance: A case study of good practice in monitoring and raising standards. *Quality Assurance in Education, 14*, 199-216.
- Republic of Kenya (2013). *The Basic Education Act*. Chapter 212. Nairobi: Government Press.
- Republic of Kenya (1980). *The Education Act Chapter 211 Laws of Kenya* (Rev. Ed) Nairobi: Government Press.
- Rogers, D. (2003). *Issues in adolescent psychology*. New York: Meredian Co-Operation.
- Rosen, L. (1997). *School discipline: Best practices for administrators*. Thousand Oaks, California: Corwin Press.
- Rwamba, P. (2004). Discipline in Scottish secondary schools. *Research in Education, 50*(3), 145-158.
- Save the Children (2001). *Ending corporal punishment of children. Making it happen*. Retrieved from <http://www.crin.org/en/docs/resources/treaties/crc.28/SC-UK-ES-S.pdf>
- Save the Children Sweden (2000). Retrieved from <https://resourcecentre.savethechildren.net/publishers/save-children-sweden>

- Stoner, C., & Ortega, D. (1995). *The effect of altering self-esteem in children using drama*. Paper Presented at Undergraduate research conference, Butler University: Indianapolis.
- Thornberg, R. (2008). Inconsistencies in everyday patterns of school rules. *Ethnology and Education*, 2, 401-406.
- Truners, B. (2002). *Discipline in schools*. London: Ward Educational Publications.
- UNCRC (1994). *Conventions on the rights of the child*. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- UNESCO (1998). *Global education digest: Comparing education statistics across the world*. Montreal: UNESCO Institute of Statistics.
- Watson, K. (1995). *Key issues in education: Comparative perspective*. London: Croom Helm.
- Wheedall, K. (1992). *Discipline in schools: Psychological perspective on the Elton report*. London: Routledge.
- Wiersma, W. (1995). *Research methods in education: An introduction* (6th ed.). Boston: Allyn and Bacon.
- Yarosan, M. C. (2004). *Strategies for curbing indiscipline in Nigerian secondary schools*. Paper presented at the National workshop on developing education issues of standard and sustainability in secondary schools in Nigeria. Available at www.accs.org.uk

Zubaida, A. (2009). Indiscipline and its management techniques: A Case Study of a Special Education School in Kano State. *The Journal of the National Council for Exceptional Children, 11*(2), 455-463.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

P.O. BOX 694,
NYERI

Date:

THE HEADTEACHER

.....
.....

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH

I am a post graduate student of Karatina University undertaking a research on the efficacy of alternative methods to corporal punishment in Nyeri-Central Sub-County. I would wish you to assist me in answering the questions below to the best of your knowledge. All the information you give will be used for the purpose of the study only and will be treated with confidence.

Kindly respond to all the questions as honestly as possible.

Thank you in advance.

Patrick R. Kagoiya
MEA/E221/2434P/13

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Introduction

The purpose of this questionnaire is for the academic research only. No information given will be used for any other purposes.

Instructions

Kindly use a tick [√] inside the brackets to indicate correct answer(s) where the answers are given in choices or provide the information required in the spaces provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your teaching experience? _____ Years.
 - (i) 1 – 5 years []
 - (ii) 6 – 10 years []
 - (iii) 11 – 15 years []
 - (iv) 16 – 20 years []
 - (v) Over 20 years []

2. Which of the following best describe your job position?
 - (i) Assistant teacher []
 - (ii) Teacher []
 - (iii) Senior teacher []
 - (iv) Deputy Head teacher []

3. What is the average size of your classes roll?
 - (i) 0 – 15 pupils []
 - (ii) 16 – 25 pupils []
 - (iii) 26 – 35 pupils []
 - (iv) 36 – 55 pupils []
 - (v) Over 55 pupils []

SECTION B: RATE OF INDISCIPLINE CASES.

4. As a teacher you deal with discipline, a scale of 5 where 1 = Very high, 2 = High, 3 = Average, 4 = Low and 5 = Very Low, what is the rate of occurrence of these forms of indiscipline in your school or class.

Indiscipline Case	1	2	3	4	5
Absenteeism/Truancy					
Late coming					
Bullying					
Stealing					
Noise making					
Fighting					
Not finishing homework					
Use of foul language					
Vandalism					
Lying					
Indecency					

Any other.....

5. In your opinion, which are the:-

(a) Most effective way of dealing with indiscipline in your schools?

- (i) Guidance and counseling. []
- (ii) Corporal punishment []
- (iii) Expulsion []
- (iv) Educating learners the importance of following school rules []
- (v) Any other.....

(b) Why do teachers prefer the method you have identified in 5 (a)?

- (i) Increased cases of indiscipline. []
- (ii) Lack of better methods of punishment. []
- (iii) Other methods consume a lot of time. []
- (iv) Large classes. []
- (v) Others,specify.....

6. In your role as a teacher how do you make sure that the learners discipline is enhanced in your school?

- (i) Keeping discipline records. []
- (ii) Involving other teachers in discipline. []
- (iii) Guidance and counseling []
- (iv) Writing school rules and regulations. []
- (v) Involving parents. []
- (vi) Others,Specify.....

7. In a scale of one to five,(where 5 is the Highest score and 1 the Lowest score)rate the effectiveness of the use of the following Alternative Methods taken by government aimed at curbing indiscipline cases in primary schools.

	Alternative Methods	1	2	3	4	5
(i)	Guidance and counseling.					
(ii)	Good classroom management practices.					
(iii)	Effective teaching methods.					
(iv)	Inclusion of learners in making of school rules.					
(v)	Learners electing their own leaders or government.					

THANKYOU FOR YOUR COOPERATION IN COMPLETING OF THE QUESTIONNAIRE.

APPENDIX III: QUESTIONNAIRE FOR HEAD TEACHERS

SECTION A: BACKGROUND INFORMATION

1. Please state your headship experience.

- (i) 0 – 2 years []
- (ii) 3 – 5 years []
- (iii) 5 – 7 years []
- (iv) 8 – 10 years []
- (v) Above 10 years []

2. Which is your highest academic qualification?

- (i) O level []
- (ii) Certificate []
- (iii) Diploma []
- (iv) Degree []
- (v) Master []
- (vi) Others (specify).....

3(a) Have you ever attended training on alternative methods of instilling discipline?

- (i) Yes []
- (ii) No []

(b) If your answer to question 3(a) above is YES, to what extent in your own assessment did the training you received improve your performance on use of alternative reinforcements?

- (i) Very great extent []
- (ii) Great extent []
- (iii) Moderate extent []
- (iv) No extent []

(c) If you answer to question 3 (a) is No, what kind of training would you require to improve how you deal with indiscipline in your school?

- (i) Training on alternative methods []
- (ii) Training on legal issues concerning how to deal with indiscipline []
- (iii) Training of child psychology []

(d) To what extent would the training improve your performance on use of alternative method of instilling discipline in your school?

- (i) To a great extent []
- (ii) Great extent []
- (iii) Moderate extent []
- (iv) No extent []

SECTION B: DISCIPLINE IN SCHOOLS

4. In your own opinion, to what extent do you think you have adequate capacity in terms of professional preparedness to implement alternative methods of instilling discipline in your school?

- (v) Very great extent []
- (vi) Great extent []
- (vii) Moderate extent []
- (viii) No extent []

5. In your own assessment, to what extent do you implement the following alternative methods to instill discipline in your school?

(1 = To a very great extent, 2 = To a large extent, 3 = To a small extent, 4 = To a very small extent)

Circle against the one that most applies to you.

- | | | | | |
|--|---|---|---|---|
| (i) Guidance and counseling | 1 | 2 | 3 | 4 |
| (ii) Good classroom management Practices | 1 | 2 | 3 | 4 |
| (iii) Effective Teaching Methods | 1 | 2 | 3 | 4 |
| (iv) Learners involvement in making school rules | 1 | 2 | 3 | 4 |
| (v) Learners Electing their leaders/Government | 1 | 2 | 3 | 4 |

6. In which area do you feel more training is required for head teachers to improve On discipline in our school?

- (i) School management []
- (ii) Discipline management []
- (iii) Alternative reinforcements to corporal punishment []
- (iv) Guidance and counseling []
- (v) Others, Specify.....

7. Who handles discipline in your school?

- (i) Deputy head teacher []
- (ii) Senior teacher []
- (iii) All teachers []
- (iv) None of the above []
- (v) Others (specify).....

8. How often do you do the following school routines?

- (I) Mark registers
 - (i) Twice daily []
 - (ii) Once daily []
 - (iii) Weekly []
 - (iv) Never []
- (II) Check cleanliness
 - (i) Always []
 - (ii) Very often []
 - (iii) Often []
 - (iv) Rarely []
 - (v) Very rarely []
 - (vi) Never []
- (III) Guidance and Counseling
 - (i) Always []
 - (ii) Very often []
 - (iii) Often []
 - (iv) Rarely []
 - (v) Very rarely []
 - (vi) Never []

9. In your own opinion, to what extent do you think the alternative methods are effective?

- (i) Very great extent []
 - (ii) Great extent []
 - (iii) Moderate extent []
 - (iv) No extent []
10. In your own opinion has the use of alternative methods influenced learners' discipline?
- (i) To a very great extent []
 - (ii) Great extent []
 - (iii) Moderate extent []
 - (iv) No extent []
11. What in your opinion do you think need to be done in order to make alternative methods effective?
- (i) Take teachers for seminars. []
 - (ii) Educate the learners their rights. []
 - (iii) Employ more teachers to manage learners. []
 - (iv) Regular inspections in school on use of alternative methods. []
 - (v) Reward Schools that embrace alternative reinforcements. []
 - (vi) Any other.....

**THANK YOU FOR YOUR COOPERATION IN COMPLETING THE
QUESTIONNAIRE**

APPENDIX IV: INTERVIEW GUIDE FOR COUNTY SCQASO

1. Cases of indiscipline reported by teachers to SCQASO.

.....
.....
.....

2. Role of SCQASO office in facilitating discipline of learners in public primary school

(i) Getting discipline or indiscipline feedback from public schools.

.....
.....

(ii) Providing necessary support to teachers in curbing indiscipline in schools.

.....
.....

(iii) Visiting schools to sensitize teachers on use of alternative methods.

.....
.....

(iv) Providing resource required to effectively roll out the alternative methods.

.....
.....

(v) Finding out the challenges teachers and head teachers face in implementing the alternative methods.

.....
.....

3. How do you carry out the following functions?

(i) Deal with Teachers who continue use corporal punishment

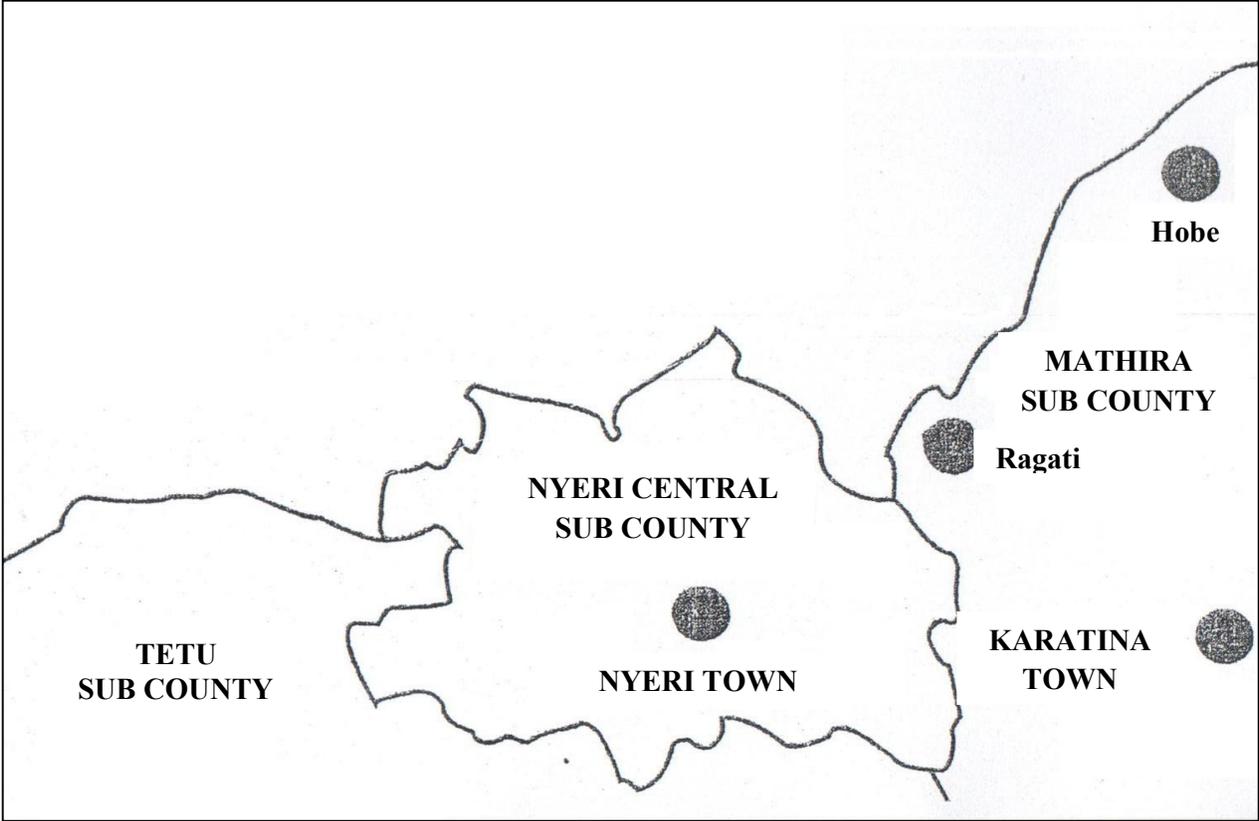
.....
.....

(ii) Build capacity to the teachers/Head teachers to change their attitude to employ

Alternative Methods to maintain discipline in primary schools.

.....
.....

APPENDIX V: STUDY AREA



Source: The Nyeri County Government.

APPENDIX VI: RESEARCH PERMIT

TEACHERS SERVICE COMMISSION

Telephone: NYERI
Telegrams: "MWALIMU"
When replying please quote

Ref:TSC/ 423302/20



NYERI CENTRAL AND
TETU SUB COUNTIES
TSC OFFICE
P. O. BOX 208
NYERI, KENYA

Date: 10th July, 2015

RE: PERMISSION TO CARRY OUT RESEARCH
PATRICK RUIRIE KAGOIYA -TSC/423302

Your letter Ref:Kar U/RC/SESS/2015 dated 9th/July/2015 refers;

This office has granted you permission to undertake the stated collection of data in Nyeri Central Schools w.e.f 10th July to 30th October.

Note however, during that period, you are still answerable to the Head teacher Hill Farm Primary School and you may be called upon to perform duties pertaining to your job.

Any assistance given to him will be greatly appreciated.

[Signature]

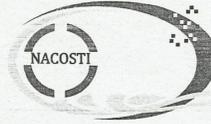
O. G. KARIUKI
DISTRICT STAFFING OFFICER
NYERI CENTRAL/TETU DISTRICTS

For: T.S.C. County Director
P.O.Box 526-10100,
Nyeri.

Copy To:

HEADTEACHER – HILL FARM PRIMARY SCHOOL

APPENDIX VII: RESEARCH PERMIT FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

26th August, 2015

NACOSTI/P/15/1121/7192

Patrick Ruirie Kagoiya
Karatina University
P.O. Box 1957-10101
KARATINA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Efficacy of alternative methods to learners discipline in primary schools in Nyeri Central Sub county, Nyeri County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for a period ending **25th December, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

APPENDIX VIII: RESEARCH PERMIT CARD

THIS IS TO CERTIFY THAT:
MR. PATRICK RUIRIE KAGOIYA
of KARATINA UNIVERSITY, 694-10100
nyeri, has been permitted to conduct
research in Nyeri County

on the topic: EFFICACY OF
ALTERNATIVE METHODS TO LEARNERS
DISCIPLINE IN PRIMARY SCHOOLS IN
NYERI CENTRAL SUBCOUNTY, NYERI
COUNTY, KENYA

for the period ending:
25th December, 2015

Permit No : NACOSTI/P/15/1121/7192
Date Of Issue : 26th August, 2015
Fee Received :Ksh 1,000



Applicant's Signature

Director General
National Commission for Science, Technology & Innovation