
STRATEGIES USED IN MAINTAINING STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA.

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ABSTRACT

Discipline is important for order and realization of set goals in any school. This study sought to establish effectiveness of strategies used in maintaining students' discipline in public secondary schools in Nairobi County, Kenya. The study was guided by Rational Choice Theory by George Hamas (1961). The study used descriptive survey design. The target population in the study consisted of 46,858 students from where a sample of 381 was drawn using Krejcie and Morgan Table (1970) then stratified, proportionate and random sampling used to sample 146 students from Boys boarding, 138 students from Girls boarding and 95 students from mixed day schools, 90 class teachers, 29 deputy principals and Head of Guidance and Counseling Departments. Questionnaires, interview guides and focus group discussions were used to collect data from students. While questionnaires and interview guides were used to collect data from teachers, H.O.Ds guidance and counseling and deputy principals and parents. Split half method used to test reliability gave a coefficient of 0.8. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages and cross tabulations were use to summarize data.

The study recommends preparation of manuals by Ministry of Education to sensitize parents on their roles in students discipline both at home and at school. Frequent training of principals, deputies, guidance and counseling and class teachers on current challenges and expectations of students' discipline should be done regularly. Guidance and counseling personnel should be posted on full time basis in schools. Finally, similar studies should be replicated in other counties to compare findings, establish effect of father absence in students' discipline and gain students' perspective on effective methods of discipline in schools.

Keywords: Students, Discipline, Public secondary schools, Indiscipline management

INTRODUCTION

Students' ability to conform to rules and regulations is important in realizing set objectives in any institution (Education Management & Development Centre (EMDC), 2007). According Kyriacou (1997) when students demonstrate respect towards other students and school authority; obey rules and guidelines, perform responsibilities and duties given efficiently, order, security, focus and set objectives are likely realized.

However, management of students discipline in many schools has increasingly posed a challenge to administrators and teachers despite existing discipline management strategies set to address them. The reason being that some learners are unable to follow rules and regulations set to guide their behaviour while at school leading to problem behaviours. Widespread indiscipline in schools has been reported globally. In USA students have been found to abuse drugs, (NACADA, 2010), routinely challenge legitimate school rules and authority (Public Agenda Press Release, 2004). Similarly, assault on teachers and other students, verbal abuse, possession of dangerous weapons have been reported in Malaysia (Yahaya, Yashim, Ibrahim & Rahman, 2009) while in Nigeria, increasing involvement in crimes ranging from stealing to major robbery and killing, arson, rape, drug truancy are reported (Okorodudu, 2010). Further, in Kenya students have been found to break school rules leading to indiscipline such as defiance to authority, noise making, refusal to do or copying assignments, fighting, abuse of prohibited drugs, lying, examination malpractices, unhealthy sexual behaviour, truancy, attention seeking among many others in many schools (Republic of Kenya, 2001; Kindiki 2009, Karanja & Bowen, 2012; Kiprop, 2012). It is recorded that between May and July 2008, students in 300 schools in Kenya had gone on strike (Odisa 2012; Chege 2012). More of such cases are continuously being experienced and reported in recent years.

Application of rigid rules by principals, lack of involvement of students in decision making on matters affecting them, provision of less adequate facilities and services and being denied some rights were major areas of dissatisfaction to students leading to strikes and arson attacks in many schools. On the other hand, students were accused of laziness, overly demanding, refusal to perform duties, stealing, laxity and refusal to maximize their potential leading to unsatisfactory academic outcome in schools for which the school managers were held accountable. Students' resisted measures aimed at ensuring discipline, hard work and control and viewed them curtailment of their rights (Muoti, 2012).

Even though the number of schools that had gone on strike in the County was found to have comparatively reduced (Odisa, 2012; Chege, 2012), cases of indiscipline involving individual students that affected performance, order and peaceful coexistence were still common. Theft, fighting among students, cheating in exams, students evading exams or assignments, disrespect

for teachers, boy-girl relationship in mixed schools, drug abuse and sneaking from school (Odisha, 2012) ; unhealthy same sex relationships, laziness, defiance, feigning sickness among others were common (Muoti, 2012). Whenever such cases occurred, teachers used strategies such as verbal warning, reprimands, manual work, counseling, suspension and or expulsion to discourage repeat of the same offences (Kiprop, 2012).

In many cases, same students repeatedly faced disciplinary measures without improvement and ended up feeling angry, frustrated and more rebellious towards school administration (Kindiki, 2009). This was because such students felt misunderstood, hated, unnecessarily targeted or wrongly accused. Most probable reason for this repeat could be wrong diagnosis of the root causes of such problem behaviour in the first place such that strategies used did not provide a positive replacement to satisfy what the student desired (New Mexico Public Education Department for Special Education Bureau (NMPEDB) 2005). According to NMPED (2005) a manual designed to identify underlying causes of problem behaviour among students, students' behaviour positive and negative serve an underlying need such as seeking something pleasant or avoiding something unpleasant. However, most educators treat symptoms other than problems leading to temporary reprieve or persistence of inappropriate behaviour. Kiprop (2012) agrees that teachers who lack knowledge on proper disciplinary measures hurt students emotionally and contribute to indiscipline instead of controlling it in schools.

According to NMPED, (2005) controlling students' behaviour, positive or negative consequences meted should have desired effect on the student. The study explains that consequences that fail to address causes of behaviour become ineffective as the student continue with the behaviour or switch to another that produce the same results as long as the desired needs remain unaddressed.

The study asserts that appropriate problem solving approach must look beyond the problem itself more specifically at the social, affective, cognitive, environmental factors surrounding the occurrence of the behaviour (NMPED, 2005). It is noted that care must be taken to ensure that what is negative consequence to a teacher is not positive to a student. For example, a student who commits offences to break away from demanding school life ends up rewarded and motivated instead of punished when he/ she is sent home. This triggers more indiscipline in future to achieve similar rewards. On the other hand, suspending a student who acts inappropriately due to anger or frustration with conditions in his or her environment might trigger more frustrations, anger and revenge. This would cause more misbehaviour to achieve the desired needs (NMPED, 2005). To change behaviour, careful analysis of inappropriate actions should be done and suitable alternative offering a desired outcome must be learnt. To address them, appropriate alternative discipline methods ought to be sought and used to maintain

appropriate behaviour in schools. Since using similar prescribed methods of discipline for all cases involving student indiscipline might not be effective. Moreover, harsh and punitive strategies used over the years might be damaging to current crop of students and parents.

Studies state that use of effective disciplinary strategies in schools enhances students' discipline. It is noted that most schools used variety of methods including sanctions such as detentions, manual work withdrawing privileges; rewards like reinforcement of good behaviour both verbally and no verbally; and guidance and counseling such as parental involvement, use of peer, teacher and professional counselors, psychologists and psychiatrists and mentoring among others (Ogweno,2016) whose level of effectiveness varied from student to student.

STATEMENT OF THE PROBLEM

Management of student discipline is posing increased challenge in many schools in Kenya today. This is as indicated by the many school strikes, arson attacks, varying levels of offences schools deal with despite efforts and policies from the government. Abolishing of corporal punishment and harsh methods that were majorly used implied that more appropriate and innovative methods that empower the learner towards responsibility and self discipline ought to be invented. However, studies still show that despite recommendations such as creating conducive learning atmosphere, improvement of services provided, involvement of students in decision making while at school, withdrawal of harsh punishments and upholding childrens rights, strengthening guidance and counseling departments in schools, employing more staff (RoK 2001, 2008) low levels of indiscipline still persists and is affecting quality of education programmes outcome in some schools (Ogweno 2016; Karanja & Bowen 2012; NACADA 2010; Hahaya Yasmin Ibrahim & Rahman 2009; Okorodudu 2010; Kindiki 2009; Kiprop 2009; RoK 2001, 2008). Since students are better placed to state how effective strategies used to manage discipline among peers are, focus should shift from educators' assessment to students to determine and support their implementation. This study sought to establish students' perspective on effectiveness of discipline management strategies used in schools today with the view to finding better methods to address the problem of indiscipline in schools.

OBJECTIVES

1. To establish students' opinion on cases of indiscipline experienced in secondary schools in Nairobi County
2. To assess effectiveness of measures used to manage discipline in secondary schools in Nairobi County

THEORETICAL FRAMEWORK

This study was guided by Rational Choice Theory by George Hamas (1961). The theory states that human beings are purposive and goal oriented. Their actions are geared towards particular needs or goals. A choice is made towards that action that gives the greatest satisfaction. Behaviour is maintained when what one wants matches what they perceive but is changed any time there is a mismatch and continues so until the desired match is achieved.

This theory is applicable to this study because many discipline problems arise when students try to fulfill needs in undesirable ways. It is also indicated that students avoid situations and behaviours whose consequences are unpleasant. This means they are likely to stay away from undesirable behaviours likely to earn punishments or lesser reputation among peers and those they care about. It is also means that a choice would be made to ignore discipline strategies with less pleasant consequences than behaviour they are discouraging. Therefore, causes of inappropriate behaviour should be identified so that alternatives acceptable and appropriate according to students are designed to achieve acceptable behaviour. The theory gives every student room for improvement by creating new models and opportunities to copy and learn new desirable behaviours while avoiding undesirable ones.

METHODOLOGY

The study used descriptive survey design (Kothari, 2007) that used data to determine behaviours, relationships and characteristics in a group. The target population in the study consisted of 46,858 students from where a sample of 381 was drawn using Krejcie and Morgan Table (1970) and thereafter using stratified, proportionate and random sampling to sample students according to school type, gender and class. The final sample consisted of 146 from Boys boarding, 138 from Girls boarding and 95 students from mixed day schools in Nairobi County. Using central limit theorem, 30 teachers from the three school categories were sampled; giving a total of 90 class teachers from sampled schools. A total of 29 deputy principals and Head of Guidance and Counseling Departments from sampled schools were purposively selected.

Instruments

Questionnaires, interview guides and focus group discussions were used to collect data from students. The second questionnaire was used to collect data from teachers, H.O.Ds guidance and counseling and deputy principals. The tools were exposed to expert validation before use. Split half method used to test reliability gave a coefficient of 0.8. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages and cross tabulations were use to summarize data.

Validity and reliability

To ensure content validity, questions were clearly set in line with the set objectives to prevent ambiguity. Instruments were also carefully set and validated by a team of experts and professionals (Best & Kahn, 2006) particularly the university supervisors to determine and correct any weaknesses before pretesting and pilot testing in two schools. To establish the reliability of instruments in this study, split half method was used for major questions. Responses in each half were computed and scores generated. Then, Pearson Product Moment Correlation used to correlate the scores from the two halves in the students' questionnaires (Mugenda & Mugenda, 2011; Best & Kahn, 2011) realized 0.8 coefficients. According to Best and Kahn, (2011) correlation coefficient above six is deemed reliable. Therefore, the questionnaire was reliable enough to be to collect data for this study.

DISCUSSION AND RESULTS

1. To establish students' opinion on cases of indiscipline experienced in secondary schools in Nairobi County

Students' opinion regarding involvement in indiscipline was sought. Five options were given from which they were required to pick one depending on their level of agreement. The results are summarized on Table 4.1

Table 4.1: Students opinion on involvement in indiscipline

Opinion on involvement in indiscipline		Frequency	Percentage
a	Students easily get involved since others are doing it	137	36.5
b	Students avoid involvement since they fear the consequences	115	30.6
c	Students get involved since they do not know it is unacceptable	48	12.8
d	Students easily get involved since they don't care	39	10.4
e	Students avoid involvement since they know it is unacceptable	37	9.7
Total		376	100

From Table 4.1, 36.5 percent of students involved themselves in cases of indiscipline because their peers were doing the same whereas 30.6 percent avoided indiscipline due to consequences attached to them. This explains why school administrators ought to have in place effective measures of managing discipline in schools today. It was only 9.7 percent who avoided indiscipline since they knew it was not acceptable. In Focus Group Discussions, it emerged that the small group found it difficult due to pressure from others to follow in. Ironically, labels given to them suggesting either backwardness, immaturity, or in exposure meant that supporters of

teachers and school administration or avoiding indiscipline was negative and demeaning to students. This explains why many students became indisciplined to please their peers.

In the next section, both students and teachers' assessment on levels of discipline in schools was sought. They were required to tick one from the four levels given and also add reason for the choice taken. The results are displayed on Table 4.2.

Table 4.2: Students' and teachers' rating on levels of discipline per school type

		Rating of levels discipline in %				
School type		Very high	High	Medium	Low	Total
A	1 Boys Boarding	.5	7.4	22.9	7.7	38.8
	2 Girls Boarding	0	2.4	23.1	4	29.5
	3 Mixed Day	0	4.5	24.7	2.4	31.6
	Total	.5	14.4	70.7	14.1	100
B	1 Boys Boarding	0	2.4	26.5	2.4	31.3
	2 Girls boarding	0	1.2	19.3	2.4	22.9
	3 Mixed day	0	6.0	18.1	3.6	27.7
	4 Girls day	0	2.4	3.6	0	6
	5 Boys day	0	0	8.4	0	8.4
	6 Mixed boarding	0	0	3.6	0	3.6
	Total	0	12.1	79.5	8.4	100

Key A- students' opinion B- teachers' opinion

Table 4.2 show that 70.7 percent of students and 79.5 percent of teachers from all schools rated level of discipline in schools as medium. It is noted that fewer teachers 12.1 percent than students 14.4 percent rated the level of discipline as high. It is also noted that 14.4% of schools were ranked as having high level of discipline while 14.1 had low levels of discipline. Further, it is noted that 19.9%, of Boys Boarding schools and 13.5% Girls Boarding schools were ranked as having low levels of discipline. Only .5% of schools ranked high in levels of discipline according to students. But, no teachers ranked level of discipline in their schools as very high. Fewer teachers 12.1% compared to 14.4% of students thought discipline in their schools was high at the same time higher percentage of teachers 79.5% rated level as medium compared to 70.7% of students. Fewer teachers (8.4%) rated discipline level as low compared to 14.1% of students. This would mean either that teachers over rated or students under rated level of discipline in their schools.

According to students, medium rating of discipline was because majority of students were disciplined at times but indisciplined at other times: meaning that students were capable of behaving well when conditions demanded so. This agrees with earlier views reflected on Table

4.1 that majority of students avoided indiscipline due to fear of consequences. Effect of peer influence was also emphasized since majority of students involved themselves in indiscipline because other students were disciplined. This follows that when majority of students in a school were disciplined, other students are likely to be influenced to behave well. Therefore, this means either that rules or supervision should be upped both at home and school to minimize negative influence or strengthen individual students' capabilities to find being disciplined more attractive than not.

According to 52.4% of teachers, students' discipline levels were attributed to student' home environment, 35.7% believed it was due to environment in schools they studied while 10.7% thought it was due to factors other than the two mentioned. Thus, confirming finding of earlier reviewed studies that both school and home related factors affected students' discipline levels (ROK 2001, 2008) and that of (Griffins, 1998) that schools must incorporate parents to implement effective discipline management strategies successfully. In this connection, students' were asked to rate frequency in occurrence of some indiscipline cases in their schools in the last one year. The results are discussed in the following section.

4.1.2 Cases of indiscipline in schools as reported by students

In this section, students were asked to rank occurrence of indiscipline cases in their schools as very many times 5, many times 4, sometimes 3, rarely, 2 and never 1. Results are indicated on Table 4.3

Table 4.3: Occurrences of cases of indiscipline in schools as reported by students

Cases of discipline among students	Frequency of occurrence %				
	Very many times	Many times	sometimes	rarely	never
a Failure to complete assignment	30.6	20.5	25.5	13.8	9.6
b Conflict with prefects over duties	24.7	19.9	19.1	12.5	23.7
c Missing classes deliberately	11.4	12.8	22.1	17.8	35.9
d Displaying rudeness to teachers.	7.7	8.8	19.4	22.3	41.8
e Cheating in exams	10.9	7.4	18.6	22.6	40.4
f Illicit relationship with other students	6.6	10.6	14.1	16.8	51.9
g Fighting with colleagues.	13.8	11.4	25.5	17.3	31.9
h Using illegal drugs'	26.1	5.3	12.8	18.6	57.2

i	Used vulgar language on teachers and peers	14.1	12.8	20.5	18.9	33.8
j	Copying assignment from others	10.6	10.4	17	20.2	41.8
k	Caused bodily harm to other students	29.5	13.6	19.7	15.7	21.5
l	Suspension due to discipline	15.4	12.8	21.5	16.5	33.8
m	Removal from sch. due to indiscipline	11.2	8.8	14.4	24.5	41.2
n	Stealing other students property e.g. uniform, books	27.9	14.6	18.1	15.7	23.7
o	Punished for other indiscipline	15.2	17	38.3	11.4	18.1

Results shown on Table 4.3 indicate that all cases of indiscipline listed had been reported in schools. The highest number of occurrences involved failure to complete assignments, followed by copying of assignments from others. The third was conflicts with prefects over undone duties, and stealing other students' property such as uniforms and books were also common in schools as also noted by Ogweno (2016) in study involving schools in Kiambu County.

In Focus Group Discussions, it emerged that a good number of students voluntarily offered assignments to save fellow students from wrath of teachers; copying assignment to some students was not considered a case of indiscipline in any way. Also, students who failed to wash uniforms picked clean ones from hanging lines, used and damped them back. To such students picking clothes from hanging lines did not amount to stealing; after all they would return them. In most cases the owners never found them leading to heaps of misplaced clothes in schools. The habit reported to be widespread to the extent clothes lines were fenced and locked in some schools to prevent "taking" of clothes belonging to other students.

Though not widespread as other cases of indiscipline in schools, drugs and substance abuse had devastating effect on few students in secret groups abusing them. Other forms of indiscipline such as unhealthy sexual relationships mainly with same sex, belonging to criminal gangs largely contributed to high rates of suspensions, voluntary relocation to other schools or school dropouts after other forms of disciplinary measures failed. According to students, students were sucked into such forms of indiscipline groups due to financial attraction or social fame peers in the groups enjoyed. In most cases influenced students had low self concept arising from family, academic, and physical defects. In the next section, discipline methods used in schools and students' opinion on their effectiveness is discussed.

2. To assess effectiveness of measures used to manage discipline in secondary schools in Nairobi County

To determine methods used in schools to manage discipline, students were given fifteen options to select particular the ones used in their schools. Also, they were required to rate how effective selected methods were in deterring students' indiscipline in their schools. Five options ranging from (5) most effective to (1) least effective were given. Students' views were cross tabulated with their school type. Results are shown on Table 4.4.

Table 4.4: Students rating on effective strategies used to manage discipline in school

		School type	Students rating on level of effectiveness				
			Most effective	Reasonably effective	Effective	Somehow effective	Least effective
a	Manual work(washing, floors, digging slashing)	Boys boarding	8.8	4.2	7.9	4.5	10.4
		Girls boarding	9.6	5.1	6.4	2.1	6.4
		Mixed day	16.2	2.9	4.5	2.1	5.9
		Total	34.6	15.2	18.9	8.8	22.6
b	Guidance and counseling	Boys boarding	12	8.5	5.9	3.5	9.0
		Girls boarding	8.8	5.6	6.4	2.1	6.6
		Mixed day	16	3.7	3.5	2.4	6.1
		Total	36.7	17.8	15.7	8.0	21.8
c	Peer counseling	Boys boarding	9.3	6.9	9.0	4.8	8.8
		Girls boarding	8.8	6.1	3.7	2.7	5.6
		Mixed day	12.2	4.0	6.1	1.8	7.4
		Total	30.3	17.0	21.5	9.3	21.8
d	Involvement of parents in handling the case	Boys boarding	12.2	6.1	7.4	3.7	9.3
		Girls boarding	12.2	5.1	4.8	3.2	4.2
		Mixed day	10.1	6.9	5.9	2.9	6.6
		Total	34.6	17.3	18.1	9.8	20.2
e	Corporal punishment (caning)	Boys boarding	12.2	4.8	4.8	4.5	12.5
		Girls boarding	7.2	5.9	5.9	3.5	10.9
		Mixed day	9.8	7.2	7.2	2.4	6.9
		Total	29.0	9.6	17.8	10.4	33.2

f	Writing commitment letters never to repeat the offence	Boys boarding	7.4	2.9	6.0	7.7	12.5
		Girls boarding	7.4	4.0	6.1	4.2	7.7
		Mixed day	12.0	4.2	5.3	3.2	6.9
		Total	26.9	11.2	19.7	15.2	27.1
g	Verbal warnings	Boys boarding	5.6	5.3	7.2	7.7	13.0
		Girls boarding	6.9	2.4	7.7	4.8	7.7
		Mixed day	10.4	4.3	8.2	3.9	8.2
		Total	22.9	12.0	19.7	16.5	29.0
h	Teachers chasing offenders out of class	Boys boarding	7.2	4.7	5.9	8.5	12.5
		Girls boarding	8.5	3.5	5.6	4.2	10.1
		Mixed day	9.6	3.1	3.7	5.1	10.1
		Total	22.9	11.4	15.2	17.8	32.7
i	Parading the offenders in assembly	Boys boarding	5.6	4.5	6.4	6.1	16.2
		Girls boarding	9.8	3.5	4.8	4.5	6.9
		Mixed day	7.2	2.1	4.8	2.1	15.4
		Total	22.6	10.1	16.0	12.8	38.6
j	Withdrawing privileges	Boys boarding	6.1	5.3	8.0	5.6	13.8
		Girls boarding	9.3	3.7	7.7	1.1	7.7
		Mixed day	6.9	2.7	5.6	4.8	11.7
		Total	22.3	11.7	21.3	11.4	33.2
k	Appearing before disciplinary committee and BOMs	Boys boarding	13.8	5.1	4.5	3.7	11.7
		Girls boarding	15.4	5.3	3.2	2.7	2.9
		Mixed day	10.4	3.2	4.3	2.7	11.2
		Total	39.6	13.6	12.0	9.0	25.8
l	Detaining during half term and holiday	Boys boarding	2 6.4	5.3	6.1	8.8	12.2
		Girls boarding	8.5	4.8	4.5	4.3	7.4
		Mixed day	5.1	1.3	5.9	6.6	12.8
		Total	19.9	11.4	16.5	19.7	32.4

m	Having talks with students	Boys boarding	10.1	7.2	8.8	4.0	8.8
		Girls boarding	9.6	3.7	5.3	4.0	6.9
		Mixed day	14.4	4.0	4.5	3.5	2 5.3
		Total	34.0	14.9	18.6	11.4	21.0
n	Sending on suspension	Boys boarding	14.9	5.6	7.4	4.3	6.6
		Girls boarding	11.4	4.8	5.1	2.4	5.9
		Mixed day	10.9	5.1	4.5	1.3	9.8
		Total	37.2	15.4	17.0	8.0	22.3
o	Expulsion	Boys boarding	13.3	3.7	5.1	4.8	12
		Girls boarding	10.9	2.9	3.2	2.7	9.8
		Mixed day	8.0	2.9	4.8	2.7	13.3
		Total	32.2	9.6	13.0	10.1	35.1

From Table 4.4, 70.2 percent of students thought guidance and counseling was more effective in preventing repeat offences. Guidance and counseling as method of discipline management in schools is recommended (RoK, 2001, 2008, 2013; Kindiki 2009; Mulwa 2014) because it targeted underlying causes of indiscipline and influenced change through less antagonistic but long lasting methods. Its effectiveness is also supported by Karanja and Bowen (2012). However, it is noted that 29.8 percent of students considered guidance and counseling less effective in managing discipline in schools for reasons to similar to those given by Kirui, Mutual & Sang, 2011) that guidance and counseling departments were run by teachers posed challenges such as lack professional competence to discharge their mandate effectively. Students' felt that problems were inadequately diagnosed and addressed leading to continued indiscipline. The second problem identified was that subject teacher counselors gave teaching workload first priority a student observed'sometimes you go there many times before they talk to you because they are busy and there are many people'. Coupled with large number of student population they were unable to cope with demands of counseling. Some students stated that they feared opening up to teachers due to fear of having their problems shared. Also, some failed to concentrate in subjects taught by teacher counselors they had opened up to. These facts explain long queues and the ease with which students opened up to counselors or pastors they rarely interacted with in classes or schools; proving the fact that some students were not comfortable sharing problem with teachers. This shows the need for psychologists and counselors in schools as also noted by Irungu and Nyagah (2011) to reach students who still considered guidance and counseling ineffective due to the factors mentioned.

The second most effective method as indicated by 70 percent of students was involving parents. Parents were called to team up with schools in finding solutions whenever students' behaviour did not conform to laid down regulations. According to Griffin (1998); ROK 2001,2008) this method was found effective due to assumption that parents knew their children better and were able to follow up their behaviour while at home. Also, many students hated to have parent associate them with bad behaviour for fear of actions parents would take such as withdrawing privileges and other sanctions. However, students felt that this was not always the case with students whose parental support was guaranteed no matter the mistake they made; also that many parents barely knew their children' real character. They therefore exonerated or disassociated them from any form of indiscipline (Mulwa 2014) whenever such a rose. This gave students no chance to reconsider their action for positive change of behaviour.

It also emerged that other students made mistakes to anger their parents due to unresolved family issues while others problems arose due to upbringing or conditions parents were blamed for. According to students, some parents were too soft, unwilling or unable to control own children. In such cases parental involvement was not quite helpful as indicated by 30 percent of students who thought involving their parents was not effective.

The third most effective strategy of discipline selected by 69.6 percent of students was peer counseling. Like counseling, peer counseling, was found effective in managing adolescence discipline (Vernoy & Vernoy, 2000) because beside, discussing at own level openly and frankly, students also offered support group and monitors of progress to the affected peers whom they spent more time than they did with adults. According to Kindiki (2009) most schools with peer counseling had reduced levels of indiscipline. Still, success of this method was recorded by 69.9 percent of students while 30.1 percent thought it was not as effective because some peers failed to keep confidential information shared with them. This was more damaging to the affected students as it caused bad blood, quarrels, fights and permanent enmity between students. Therefore many students were discouraged from disclosing most personal concerns to peer counselors. Student counselors also lacked time and expertise in handling complicated problems besides giving impractical solutions at times. The method was however suitable in identifying peers with serious problems then forwarding them teacher or professional counselors or in simpler cases (Vernoy & Vernoy, 2000).

Suspending offenders was fourth in terms of effectiveness as indicated by 68.8 percent of students. Suspension involves temporary exclusion of students from school for a period of not more than fourteen days depending on the seriousness of the offence committed. The measure is allowed by the Ministry of Education in dealing with students' indiscipline (RoK, 2013). Student were majorly suspended from schools due to causes indicated in Tables 4.5.

Table 4.5: Reasons for Students’ Suspension Cross tabulated with School Type

Reasons	School type in %			
	Boys boarding	Girls boarding	Mixed day	Total
Theft (repeated)	11.4	12.5	6.1	30
Abusing drugs	8.2	3.2	6.6	18.1
Fighting with other students	4.5	4.5	4	13
Difficulty obeying rules(repeatedly)	4.3	2.7	.7	7.7
Disrespect to teachers	1.6	4.5	1.3	7.4
Cheating in exams	3.5	.5	.8	4.8
Inappropriate sexual behaviour	0	2.4	.8	3.2
Sneaking out of school	1.6	.8	.3	2.7
Missing school without valid reason	0	.8	1.9	2.7
Refusal to do assignments	.3	1.3	.5	2.1
Bullying others	2.1	0	0	2.1
Bringing illegal items to school	.3	1.1	.3	1.6
Refusal to do punishments	.5	.8	.3	1.6
Disobedience to prefects	.5	.8	0	1.1
Destroying sch. property/vandalism	0	0	.5	.5
Using abusive language	0	0	.5	.5
Not indicated	.8	.8	0	1.6
Total	149(39.6	138(35.9	93(24.4	100

Table 4.5 shows that suspension from schools was a common occurrence in all categories of schools due to diverse reasons. Many students were suspended from schools due to theft as mentioned by 30.1 percent of students, drugs and substance abuse (19%) fighting other students or even teachers and involvement in coupling or same sex intimacy or other behaviours school administration considered unlawful. It was also indicated by 95.2% of students that suspended students from their schools ever came back after the suspension period was over. According to 63.8% of students suspension period helped the affected students to change behaviour positively. Reasons for change of behaviour included fear of further suspension, more difficulties recovering lost time again after another suspension. Still, others got shamed due to exposure of indiscipline status, while others got counseled by parents and professional counselors. On the other hand, 33% of students linked failure to improve character in some students despite suspension due to reasons indicated in Table 4.6

Table 4.6: Reasons for no behaviour change after suspension period

Reason for no change in behaviour	Frequency	Percent
Root of problem not addressed by suspension	48	12.8
A Break to go home & rest/watch movies	31	8.2
Anger & more rebellion / revenge	15	4.0
Habit too difficult to change	13	3.5
Feels heroic after several suspensions	7	1.9
Suspension not taken seriously	5	1.3
Parents don't care	3	.8
Action not a mistake to them	2	.5
Total	124	(33%)

Table 4.6 shows the first reason given for failure to improve character despite suspension was that the strategy used might have failed to address problems that led to suspension in the first place. This agrees with the finding of Kindiki (2009). The study states that the best a school gets from a suspension is a parent to come to school and a temporary reprieve from the students' action when away from school. The study states that in some cases the student came back with worse indiscipline than they left the school due to plenty of unsupervised time at home. Mulwa (2014) concurred that suspension led to branding and further segregation by students and even teachers. The affected student felt hated and could resort to further indiscipline a fact that was also given as reason for lack of behaviour change and confirmed by 4% of students that suspension led to more anger and rebellion. It was also noted that suspending students increased the likelihood for more suspensions and eventual drop out of school. This was confirmed by the fact that majority of students expelled from schools had repeat suspension due to serious offences. It was also noted that repeat suspensions made students celebrities in some schools. So instead of being deterrent, suspension was much sought after by wayward students for manner of reasons. According to students in the three Focus Group Discussions, teachers and parents, students whose parents reacted less severely to being suspended or those with deep rooted underlying problems found it easy to repeat offences for which they were suspended.

Another category of students caused serious problems to hurt parents especially when dissatisfied with matters such as pocket money, shopping, unresolved disagreement at home, or disliked current schools and needed to be transferred to one of their choice. In such cases, despite strategies they persistently involved themselves in variety of indiscipline until the desired goal was achieved.

The above reasons explain why suspensions considered less effective by about 30 percent of students. This agrees with the views given by Eggleton (2001) that 52% of suspended students had failing grades and a higher likelihood of being expelled. This revelation proves suspension as a discipline management strategy in school must not be uniformly meted on students before proper diagnosis on causes of inappropriate behaviour was done.

Another strategy used by schools to manage discipline is sending students on expulsion. This involves totally excluding students from the current school. This occurs when students commit offences considered very serious by schools. Since the process of expelling students from school is long and time consuming, some parents opted for transfers instead when it was counterproductive to have their childrens in particular schools. According to 54.8% of students, the strategy was effective as it instilled fear and discouraged other students from similar behaviors that would earn them expulsion. It protected other students from negative influence and effects posed by disruptive behaviour. On the other hand, 45.2 % thought expulsion ineffective as it completely punished and denied a student chance to improve; they felt given up on. Also that expulsion helped transfer problems from one institution to another. It increased school dropout and bigger problems to the society (Smit, 2010) as behaviour of expelled student worsened due to desperation and helplessness.

Students were asked to indicate how frequently students from their schools were expelled. Four options were given ranging from very often, often, rarely and never. Results are indicated on Table 4.7.

Table 4.7: Reasons for student expulsion and school type cross tabulated

Frequency of Student Expulsion in School		School type and frequencies in %			
		Boys Boarding	Girls Boarding	Mixed Day	total
1	Abusing drugs	8.5	3.2	8.8	20.5
2	Chronic stealing	10.4	3.7	5.6	19.7
3	Several suspensions	6.1	5.1	1.6	12.8
4	Fighting with teachers	2.9	2.4	5.6	10.9
5	Repeated fight with others	3.5	2.1	3.5	9.0
6	Same sex relationship	1.3	5.9	.3	7.4
7	Repeated truancy/sneaking out	1.9	1.1	.5	3.5
8	Pregnancy	0	1.1	2.4	3.5
9	Constant cheating in exams	1.1	.8	1.1	2.9
10	Sneaking electronics to school	1.3	1.6	0	2.9
11	Planning strikes	.3	1.3	0	1.6
12	Criminal groupings/gangs	1.1	0	.3	1.3

13	Vandalizing school property	.3	0	.5	.8
14	Bringing/selling dirty movies t	0	.5	.3	.8
15	Harming self/tempted suicide	.3	.3	.3	.8
16	Affairs with fellow students	0	0	1.1	1.1
Total		38.8	29.5	31.6	100

From Table 4.54 it is noted that students in schools in Nairobi were rarely expelled. Students from all categories of schools indicated that abusing drugs, chronic stealing, and several suspensions majorly caused expulsions as also documented by Mulwa (2014)

According to students common reasons for exclusion from schools were drugs and substance abuse stated by 20.5%. Of these 8.8% were from mixed day schools followed by boys boarding schools 8.5%.

The second cause of exclusion was chronic stealing where most cases as indicated by 10.4% of students were recorded in boys boarding schools compared with 5.6% in mixed day schools. Students mostly stole uniforms when they failed to wash theirs or when they were also stolen from. Besides, money, food staff and books were also mostly stolen.

Most students in girls boarding schools were expelled due to same sex relationships as indicated by 78.6% of the 28 cases recorded compared to 17.9% in boys boarding schools. The habit was least experienced in mixed day schools 3.6% which on the other hand recorded all the expulsions due to love affairs with fellow students (100%) indicating that more efforts need to be put in place to deal with matters sexuality among the students community. Even though the numbers involved were small, it is noted that there were expulsions due to students in both schools a tempting suicide or causing harm to themselves; proving further a serious need for professional counselors in schools since attempting suicide shows underlying serious problem that expelling students alone cannot solve.

Appearing before disciplinary committees and Board of Management was rated effective by 65.2% of students which showed students considered it important. On the other hand, least effective methods mostly involving sanctions and withdrawal of privileges such as detaining students in school during midterm and school holidays (47.8%), parading the offenders before parade (48.7%), teachers chasing offenders out of class (49.5%) and giving verbal warning (54.6%).

Students were further asked probing questions to establish reasons some students thought the strategies mentioned were less effective. Manual work was considered ineffective for students used it to escape lessons they did not like. Others thought the benefits of their inadequate behaviours were far greater than the short time used in sweeping, picking papers, washing

classroom or corridors, cutting grass, watering flowers given as punishments. For instance, enjoying morning sleep instead of early morning preps far outweighed few minutes of cleaning a classroom later in the day. This explains why some students performed lots of manual activities since they did not learn any vital lessons on long term effect of their misbehaviour. Ironically, frequency of punishments made some students famous.

CONCLUSION

This study concludes that majority of students got involved in cases of indiscipline due to peer pressure while a large number avoided indiscipline due to fear of consequences. The level of discipline in schools was rated average by both teachers and students because students could be both disciplined and undisciplined; meaning that it was possible to improve levels of discipline in schools when conditions that encouraged high levels of discipline were identified and improved at all times. Causes of indiscipline in schools originated from students background and within schools since students sought counseling on home related problems more than all others factors.

Though, guidance and counseling was ranked most effective among strategies used to manage discipline in schools, having qualified professional non- teacher counselors on full time basis would be more beneficial to students. Involvement of parents in students discipline was second most effective strategy especially when parents knew children well and were able and willing to support them in obeying school rules. Strategies involving sanction such as withdrawing privileges were ranked least effective.

It was also noted that none of the strategies used were completely effective as some were more reactive and ineffective or inappropriate in addressing underlying causes of students' inappropriate behaviour. This means that relying on multiple methods after thorough scrutiny of students' behaviour would be more beneficial to both students and schools; since large populations of disciplined students are likely to be a positive influence to a few undisciplined ones.

RECOMMENDATIONS

The Ministry of Education Science and Technology in conjunction with Teachers Service Commission should train employ and post on full time basis enough competent guidance and counseling personnel according to student population. This is to ensure that students' problems are correctly diagnosed expertly and promptly addressed as opposed to having few ill equipped and overwhelmed subject teachers whom in most cases not trusted by students.

1. The Ministry of Education Science and Technology in conjunction with Teachers Service Commission should train employ and post on full time basis enough

competent guidance and counseling personnel according to student population. This is to ensure that students' problems are correctly diagnosed expertly and promptly addressed as opposed to having few ill equipped and overwhelmed subject teachers whom in most cases not trusted by students.

2. Teachers should attend frequent relevant in-service courses;
 - (i) on current trends, challenges, expectations and management of modern students especially in the area of discipline management strategies.
3. Parents should also attend sensitization meetings on important tenets of parenting as well as school's expectations on students discipline management so as to be fully and effectively involved in student discipline.
4. Boards of managements, principals, teachers, parents and students should together identify challenges and solutions to problems appropriate to specific schools and localities.

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