

## **The Use of Alternative Methods of Enforcing Learners' Discipline in Primary Schools in Nyeri Central Sub-County, Kenya**

**Mr. Patrick Ruirie Kagoiya**  
Chania Primary School  
Nyeri County, Kenya

**Dr. Maurice Kimosop, Dr. Josphat Kagema**  
Department of Education, Planning  
Administration and Curriculum Development  
Karatina University

### **Abstract**

*Following the ban on corporal punishment in schools, various alternative methods enforcing learners discipline have been tried. The purpose of this study was to examine the use 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 assess the alternative method of managing learners' indiscipline; and to establish the effectiveness of the alternative methods of instilling discipline. The study was guided by Planned Behaviour Theory that explores guidance and counseling, good classroom management, effective teaching methods and exploring the children's government as a guidance tool in learner management. The study employed the survey research design. The target population of the study consisted of 616 subjects comprising of 572 teachers, 43 head teachers and one District Quality Assurance and Standards Officer (DQASO) from Nyeri Central Sub County. Simple random sampling was used to select 91 teachers randomly selected from 13 schools. Purposive sampling was used to select 13 head teachers and one (DQASO). The research instruments used in this study comprised of Head Teachers' Questionnaire, Teachers' Questionnaire and DQASO's Interview Guide. A pilot study was conducted to test the validity and reliability of the research instruments. A coefficient of 0.76 was found, which showed that the instruments were reliable. The data obtained from the Questionnaire was coded and analyzed quantitatively using Statistical Package for Social Sciences (SPSS ver 19). Data presentation was done by use of charts, tables, percentages and frequencies. Qualitative data from the interview schedule was presented in expository form. The study found out that majority of the teachers (55%) used guidance and counseling in enforcing discipline in schools despite (7.1%) still using corporal punishment; it also found out that learners need to be educated on the importance of obeying school rules. The study concludes that absenteeism/truancy and lying were found to be prevalent in many schools and that teacher and parents are to take a great role in discipline management of learners. The study recommended training for teachers on Alternative methods of discipline management and sensitization to embrace alternative methods. It is hoped that the findings of the study may benefit education policy makers and practitioners to enforce acceptable disciplinary procedures in schools.*

### **Background of the Study**

Indiscipline is the most common challenge faced by teachers all over the world. Researchers have been studying various ways of managing discipline and the studies will continue for as long there will be schools. Maphosa and Mammen (2011) assert that the issue of learners' indiscipline has taken centre stage for a long time both internationally and nationally. According to these authors in the United Kingdom, for example, there are many cases of classroom disorders. A lesson depends on many factors to reach at an acceptable level of success, discipline takes the lead. In a classroom, discipline is prerequisite if meaningful learning is to take place. Nakpodia (2010) defines discipline as methods of modelling character and teaching self-control and acceptable behaviour. It implies self-control, restraint, and respect for self and others.

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 consequences 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 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.(Etesi,2012).

It is the researcher's belief that the desired outcome of any effective discipline system is to change learner's bad behaviour to good behaviour. Teaching learners to adapt good 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 behaviours. Etesi, (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.

### ***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 our schools. The government has implemented several measures aimed at curbing the 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 of these efforts, there have been several reported cases of teacher use of corporal punishment in school implying failure of the reinforcements to yield expected result in improving discipline in schools.

In a study conducted in Kenya by the Human Right Watch (2007), pupils described how some teachers continue to cane them. Others apply physical punishment such as 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. In an open letter to Justice and Constitution Minister, Human Right Kenya Chapter (2008) notes that some parents have brought their children to school and caned them in front of teachers or asked teachers to cane them in their presence. Therefore it is evident that there is a gap between the government policy on ban on the use of corporal punishment in Kenyan Schools and the methods that need to be adopted to replace 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 Education Act 2013.

### ***Justification of the Study***

The use of corporal punishment was banned in Kenya through a Legal Notice No. 56 of 2001 (Republic of Kenya, 2001). Notwithstanding the spirited opposition from teachers, scholars and politicians, the Kenyan government has upheld the ban on corporal punishment as a mode of correcting discipline in schools. However, in spite of its ban, corporal punishment continues to be used within 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 methods to corporal punishment in managing 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.

### **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.

### **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.
- (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.

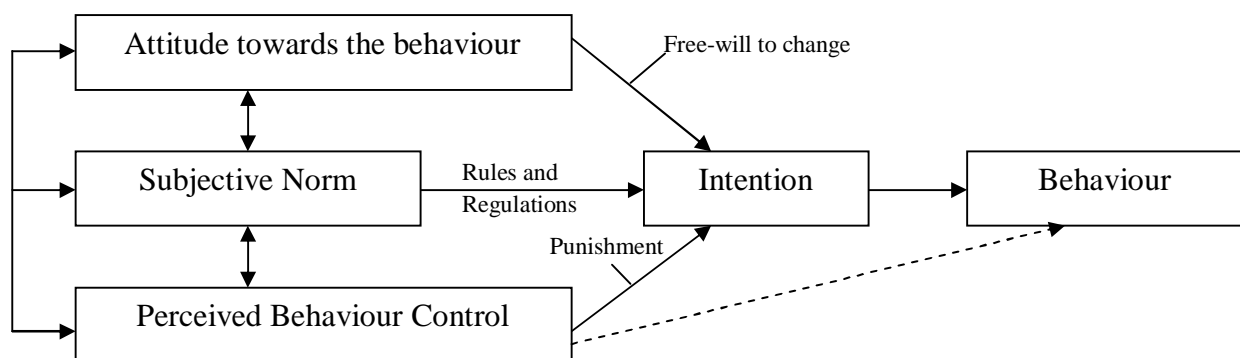
### **Limitations**

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.

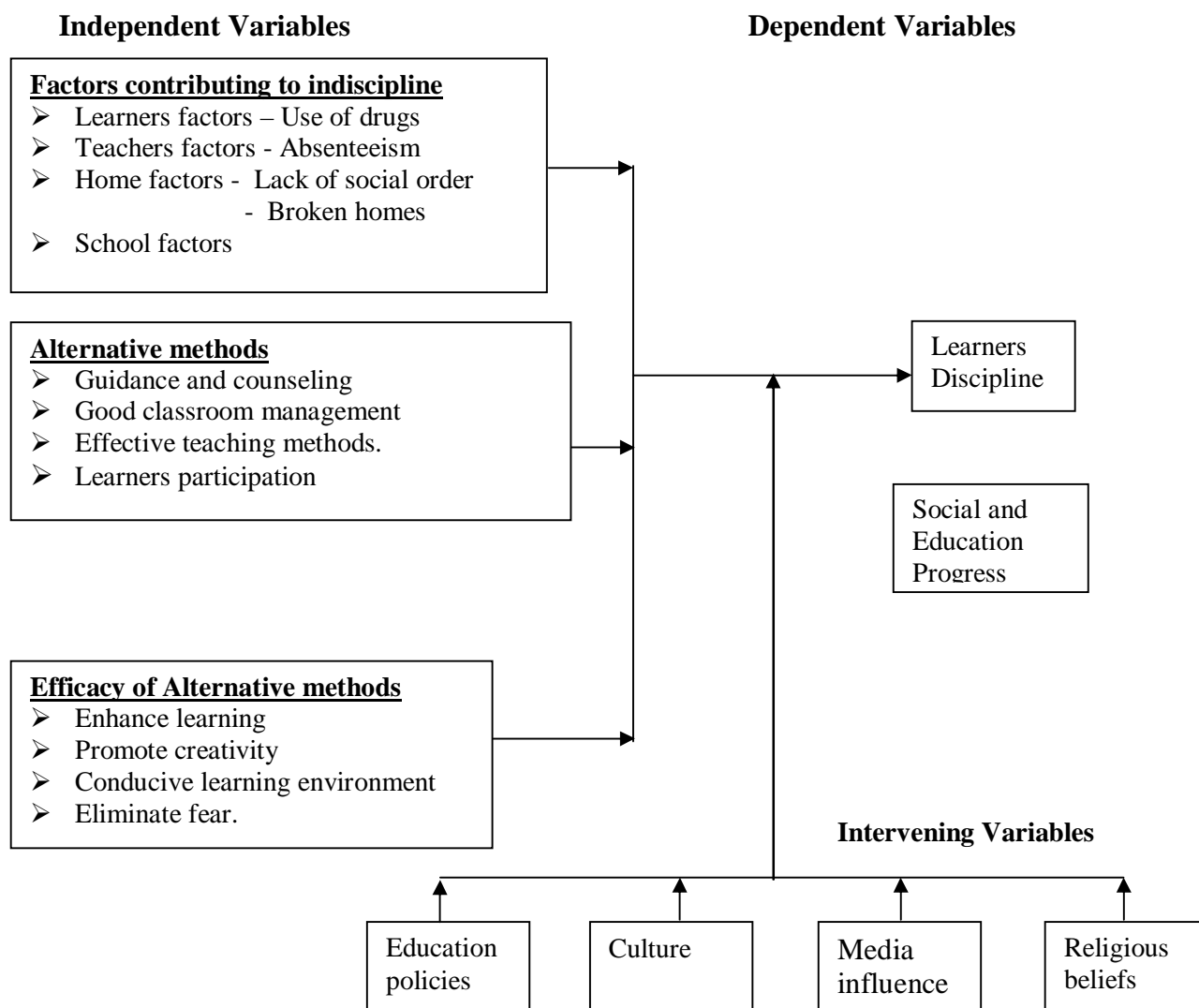
### **Theoretical Framework**

The study was guided by the Theory of Planned Behaviour as proposed by Ajzen (1991). 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 Behavioral 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.

**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 hence 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 behavior. All these factors affect the discipline of learners.

**Literature review****Global and Regional Perspective of Discipline and Indiscipline in Schools**

The problem of indiscipline, according to Yaroson (2004) permeates all facets of the life of man and has brought man down to the knees. School discipline according to Gaustard (2005) has two main objectives. First is to ensure the safety of staff, students and the second to create an environment conducive to learning.

Acts of indiscipline occasioned by students' misconduct involving violent and criminal behaviour defeat the goals of education. The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. Killings, physical attacks, robberies, attempted arson and fights between children which ended in tragedies have been making headlines all over the world. School violence that involves knives, baseball bats, marijuana, 5 guns and even bombs has become common. Incidents have also been reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998).

A research commissioned by National Association of Schoolmasters/Union of Women Teachers (NASUWT) of the UK in 2003 showed that indiscipline was due to many factors both internal and external. Violence was viewed as a contemporary crisis, which was beginning to reflect in trends in USA. The issue of indiscipline is of concern because it does not discriminate. It transcends the boundaries of race, gender and class. The impact has serious implications for schools. Teachers have less time to deliver teaching and have difficulties in effectively managing classroom discipline. The implication is that the quality of education is impaired. Cases of indiscipline have also been noted in England (UNESCO, 1998).

### ***Home Factors Contributing to Learners Indiscipline***

(Felix, 2011: p15) asserts that many school problems cannot be dealt with in isolation. Various family circumstances may exert more powerful influences over learner's behavior than anything that happens in school. Lack of discipline among learners is largely a reflection of attributes, values and practices of their society. If there is no social order in society learners will be indiscipline in school (Grossinle, 1990). Discipline problems reflect problems in the home. Schools are microcosm of society, as problems like drug abuse, crime and physical abuse increase in society, so will the discipline problems in schools (Lochan, 2010). Thus, since schools exist as societal institutions they are bound to be influenced by whatever transpires outside them. A variety of family factors mediate classroom disruptive behavior.

Permissive home environments contribute to learner misbehavior. Edwards(2004) points out that if parents spend little time at home, children may seek unsuitable social experiences elsewhere that have devastating effects on their lives. In Zimbabwe, as an example many parents have migrated to neighbouring countries or overseas, leaving their children under the guardianship of relatives or children to take care of themselves thus creating permissive environments for acts of misconduct. Evans and Miguel (2007) found out that Kenyan students who do not have the guardianship of biological parents had higher rates of misbehavior in schools. Also due to high rates of HIV and AIDS many children are growing up without biological parents. Children from child headed homes as alluded to by Evans and Miguel have a tendency of being more rebellious and non-compliant at school. Disorganized families where there is lack of leadership, guidance and control can also lead to disruptive behavior problems in schools. In these families parents attempt to discipline children by constantly threatening them with violence (Donga, 1998). Children from such homes can be abused, experience and witness domestic violence. Learners from these homes often develop anti-social and criminal behavior.

They have low level of tolerance and believe that physical violence is the only means of resolving one's problems. Etesi (2012) in line with this says chaotic family life is linked to aggression and descriptive behavior problem. The children exhibit hostile attribution biases, access aggression behavioral responses and view aggression favorably. Thus, at school these children face adjustment problems because they have been deprived of attention, and love. Donga (1998) maintains that single parent home may play a dominant part in enhancing discipline in school. This is also in line with Etesi (2012) view that single parent homes are more likely to rear children with higher level of emotional, psychological and behavioral problems. The single parent is the sole breadwinner and as such cannot supervise children adequately. Most of the children as echoed by Donga (1998) are attracted to join gangs where they will enjoy the attention and protection that they have to do without at home.

Poverty is also perceived as a major cause of some forms of misbehavior in school (Evans and Miguel, 2001).When parents fail to meet learners` basic needs as stipulated by Maslow's hierarchy of needs (1970). Physiological needs include clothing, food, and shelter. Unless these basic needs are satisfied to the required extent, other needs do not motivate children to learn and as a result the child resorts to abuse behavior.

Students may be involved in theft and prostitution in order to meet daily needs. Others may skip classes to engage in informal jobs as vendors (Mangovo, Whitney & Chareka, 2011).

### ***School Factors Contributing to Learners Indiscipline***

Disruptive behavior 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. Undisciplined learners may also be the result of normal reactions to deficiencies in the school and to teachers as directors of the educational enterprise.

Thornberg (2007) asserts that appropriate and descriptive behavior among students 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. Indiscipline learners may influence others to be indiscipline too. Tight schedule or too relaxed ones can lead to indiscipline Etesi, (2012). The head teacher may lack expertise in professional management, training and proper guidance and sometimes interfere with smooth running of institutions. They may also be ignorant of the 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, 6).

### ***Learners Factors Contributing to Learners Indiscipline***

Learners themselves are a source of indiscipline in schools. According to Cheinyane (2008) in Mammen (2011) and Donga (1999) drugs taken by students are a contributing factor to indiscipline. Some students attend school while drunk. They assert that students form groups and take drugs or smoke drugs. They for instance, take their juices laced with intoxicants in front of unsuspecting teachers. In this state Mammen, (2011, P191) says these learners are prone to commit other forms of indiscipline. Mammen goes further to say that some of these learners carry dangerous weapons to threaten teachers who will try to discipline them. As has been pointed out, learners who come from permissive environments cause indiscipline in schools. They are arrogant, and lack respect for both elders and property in the school Donga, (1998, P67).

Challenging behavior for example repeated and involuntary body movement and obsessive behavior may be due to an underlying cause or reason such as pain, illness or sensory difficulties. 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 "I don't care" 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 a research (KESI, 2005) as a cause of indiscipline in schools. He also cited quality, quantity, variety and servicing systems of food in schools as a cause of indiscipline.

### ***Effects of Learner Indiscipline on Learning Outcomes***

Acts of indiscipline if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate Idu & Ojedapo (2011). Minor samples of the envisioned problems are already being encountered in the nation's economic front. Many indeed believe that current economic woes arising from corruption, robbery, assassination, smuggling and school property. Vandalisation is progenies of school indiscipline. Court injunctions and orders are indiscriminately flouted 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 current issues make school indiscipline a very important matter in our educational life. It is therefore pertinent at this juncture to provide therapeutic measures to students' involvement in armed robbery, rape, cultism, examination fraud and many other unruly behaviours which make headlines in our print and electronic media (Vanguard, 2006). Other misdemeanors may not be so widely reported yet their occurrences are at higher frequencies in our schools. The problem of indiscipline affects all schools irrespective of gender and school type though the degree 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 prominently feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities, political interference and an incapacitated school administration.

The Wangai Commission Republic of Kenya, (2001) on student discipline and unrests in secondary schools reported that 250 schools were involved in various levels of serious unrests in secondary schools in the country in the year 2001. The report noted a disturbing feature of indiscipline in primary schools had also joined the fray of students' unrests. This report noted a clear indication of an increase in incidences of mass indiscipline and unrests in schools in Kenya. The committees and commissions set up by the government to investigate the causes of the unrests have proposed a number of recommendations to solve the problem. Despite this, the problem has persisted.

### ***Definition of Corporal Punishment***

Corporal punishment refers to intentional application of physical pain as a method of behaviour change (Mercurio, 1972). It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (i.e. wooden paddles, belts, sticks, pins or others) to inflict pain. The prevalence of corporal punishment on children in schools remains high in United States. Despite of many education and other national groups calling for corporal punishment in schools to be banned. The United States remain one of the few industrialized 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. During the past 20 years there has been a growing outcry worldwide condemning the practice of corporal punishment with school children (Human right Watch 1999). Many human rights and child-centered bodies worldwide have denounced corporal punishment in schools and officially recommended that it be abolished.

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 repeatedly stated that corporal punishment violates the fundamental principles of the convention on the rights of the child and called for governments to develop legislative frameworks to prohibit all form of corporal punishment (UNCHRC 1994). Additionally, numerous research reports reinforced the need for parents and teachers to seek alternative methods of managing discipline citing many physical and psychological consequences of corporal punishment among the students. There is no clear evidence that such punishment leads to better class control. Physically punishing children has never been shown to enhanced moral character, development, increased the students respect for teachers, authority figures in general or offer greater security for the teacher. 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.

### ***Alternative methods to Corporal Punishment***

Educators and psychologists who oppose the use of corporal punishment state that teachers should impose non-physical disciplinary measures as an alternative to beating. Advocates propose that teachers require students to write a statement describing the negative effects of their behaviour or to apologize for the mistakes in front of their classmates. Instructors may require the misbehaving child sit on a chair or a mat at the back of the room and think about his/her mistake. By so doing he/she may decide to improve his/her behavior.(Human Rights Watch, 1999). Human Rights Watch (1999) found out that many opponents of corporal punishment argue that instructors 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. According to Save the Children (2001), giving up corporal punishment does not mean giving up discipline. Children need clear limits and guidance on what is right and wrong. Abandoning the short cut of violence is likely to produce better disciplined children. They further stated that, teachers need to see clearly that there is always an alternative method. Corporal punishment is no longer considered as a possible tool for meting out discipline. School discipline has two main goals; ensure the safety of staff and students. Create an environment conducive to learning. Serious student misconduct involving violent or criminal behaviour defeats these goals and makes headlines in the process (Moles, 1989).

Schools can decrease disruptive behaviour by; setting out clear rules and consequences of breaking them. This should be communicated to staff, students, and parents through newsletters, student assemblies and handbooks Etesí (2012). Research has shown that social rewards such as smiling, praising and complimenting are extremely effective in increasing desirable behaviour Etesí (2012). Discipline problems will be reduced if students find school enjoyable and interesting. Sometimes bad behaviour occurs because students simply do not know how to act appropriately. Kopansky (2002) found that corporal punishment was not effective and that more effective disciplinary methods existed; most teachers do not use corporal punishment, but many favor 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. Human Rights Watch (1999) found that Kenyans who train teachers encourage instruction to use alternative methods of discipline other than physical sanctions. They further stated that the trainers initially thought that corporal punishment brightened the head but instead it reduces the child status. They advocated for a variety of other punishments like denying the child what the child wants, rebuke or parading the child, or sending the child home to collect the parents.

### ***Guidance and Counselling***

Teachers may also use guidance and counseling. According to Human Rights Watch (1999), a learner is more likely to elicit appropriate behaviour if the teacher can understand the situation that the child faces and offer guidance and counseling. Some students may not conform to their teachers' requirements due to reasons outside of their control. They may not have enough to eat, they may travel long distance to school, their parents may expect them to work when they are not at school, they may need to take care of their younger siblings, or their parents may quarrel often. These external factors affect the concentration in classroom and ample time and opportunity is wasted in school. Under these circumstances, beating a child is unlikely to be productive punishment, according to educators and psychologists who oppose 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 programmers in primary schools under them for social and education progress.

### ***Positive Reinforcement***

According to educational experts who oppose the use of corporal punishment, use of positive reinforcement techniques reduces the frequency and extent of misbehavior (Human Rights Watch, 1999). A positive approach Human Rights Watch (1999) further states that teachers can reward learners in a variety of simple ways. A teacher can praise 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. A teacher can write positive 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. A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. The basic theory behind positive discipline approach is that when a learner is treated as an adult who must solve a problem rather than as a child who must be punished, he or she is more likely to respond positively and correct the problem.



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 (Etesi, 2012). These positive approaches that are just in theory are the ones the researcher wishes to explore in this study.

### **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. On a key topic like efficacy of alternative methods on learners discipline in primary school, 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 very clearly.

### **Target Population**

The target population was all the 43 Head teachers from the 43 primary schools, all 572 teachers in primary schools in Nyeri Sub-County, and one DQASO in Nyeri sub-county (D.E.O, Nyeri).

### **Sampling Techniques**

Stratified sampling technique was used to obtain representative samples of teachers and head teachers and purposive sampling was used to include the DQASO in the sample. The teachers were stratified in three stratum; 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 and in every 3<sup>rd</sup> school in the list was selected for the study. All the head teachers from the schools selected participated in the study.

### **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. Ninety one (91) was arrived at by randomly from the teaching staff register selecting 7 teachers from each of the thirteen (13) schools such that each of the stratum; lower classes, middle classes and upper classes was equitably represented in the sample. According to Mugenda and Mugenda (1999) 15.9% was considered adequate to represent the teacher's population.

**Table 3.0: Table Describing the Sampling Frame**

Sample Frame	Size of Sample	Target Population Size	Percentage (%) Sample
Schools	13	43	30
Teachers	91	572	15.9
Head teachers	13	43	30
DQASO	1	1	100
<b>TOTAL</b>	<b>118</b>	<b>659</b>	<b>17.9</b>

Source : Researcher, (2015)

### **Data Presentation, Analysis and Discussion**

#### **Demographic Characteristics**

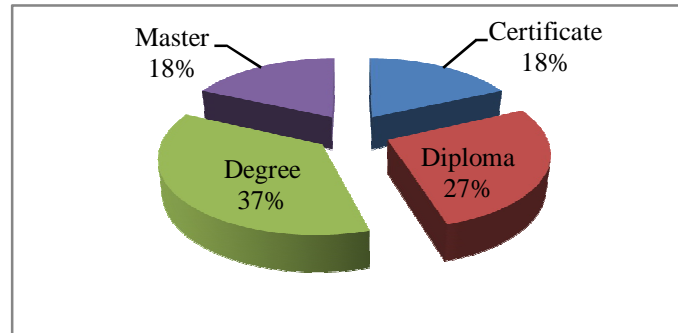
Analysis by Demographic Characteristics Analysis of the teachers' distribution was by length of teaching experience and job position while that of the head teachers was by length of head ship experience and highest academic experience. Tables 4.1, 4.2, 4.3 and 4.4 give detailed analysis.

**Table 4.1: 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
<b>TOTAL</b>	<b>85</b>	<b>100.0</b>

Table 4.1 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. The study sought to establish the distribution of the head teachers by their highest academic qualifications. Table 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.

#### ***Empirical analysis of findings 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 4.5 analyze the responses obtained.

**Table 4.2: 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 4.2 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.

On noisemaking, the 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. On fighting, the findings 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.

On not finishing homework, the findings indicate that 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. On use of foul language, the findings 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.

On vandalism, the findings indicate that 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.

On lying, the findings indicate that 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.

#### ***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.

**Table 4.3: Discipline Methods used by Teachers**

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

Table 4.3 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 (2202) 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.

**Table 4.4: Reasons for Preferring a Specific Discipline Method**

<b>Reasons</b>	<b>Frequency</b>	<b>Percent</b>
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
<b>Total</b>	<b>85</b>	<b>100.0</b>

Table 4.4 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.

**Table 4.5: 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
<b>Total</b>	<b>85</b>	<b>100.0</b>

Table 4.5 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.

**Table 4.6: 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 4.6 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.

### ***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 and the research question sought to establish the extent of success of the alternative methods applied in instilling discipline to learners in Nyeri Central Sub-County. On the ratings of the teachers and head teachers of the effectiveness alternative discipline methods, the responses were tabulated in Table 4.7.

**Table 4.7: 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 4.7 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. On the use of good classroom management as a method of managing discipline, 14.1% of the teachers 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 guidance and counseling effective in managing discipline and only 23.5% of the teachers find use of guidance and counseling ineffective in managing discipline in their schools. On the use of effective teaching methods as a method of managing discipline in schools, 15.3% of the teachers find use of effective teaching methods 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 guidance and counseling effective in managing discipline in their schools.

**Table 4.8: Level of Influence of Alternative Discipline Method on Learners**

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

Analysis on Table 4.8 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. On good class room management practices, 81.8% of the head teachers find good class room management 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. 27.3% of the head teachers find effective teaching methods 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. 36.4% of the head teachers find involvement in making school rules to have 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.

**Table 4.9: Adequacy of Capacity to implement alternative methods of instilling discipline**

<b>z</b>	<b>Frequency</b>	<b>Percent</b>
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.

### **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 Sub-County, and one DQASO in Nyeri sub-county (D.E.O, 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 DQASO. 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 the 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 DQASO. 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 DQASO 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.

### **Recommendations**

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

First that 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. Secondly, 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. Thirdly, 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. Fourthly, 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. Finally, the teachers need to be sensitized 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.

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