EFFECTIVENESS OF THE ALTERNATIVE METHODS OF REINFORCING DISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY, NAIROBI COUNTY.

DUHIRWE JEAN NEPOMSCENE

B. ED/519/18/19

A Research Project Submitted to the Department of Education in Partial Fulfillment of the Requirements for the Award of Bachelor's Degree in Education

DEPARTMENT OF EDUCATION

MARIST INTERNATIONAL UNIVERSITY COLLEGE

A Constituent College of The Catholic University of Eastern Africa

NAIROBI-KENYA

APRIL, 2022

DECLARATION

This research project is my original work and it has never been submitted in any university or institution of higher learning for the award of any degree or a certificate.

BR. DUHIRWE JEAN NEPOMSCENE

SIGN…………………………………….

DATE …………………………………...

This research project has been submitted for examination with my approval as the University College Research Project Supervisor

ROXANA GATHOGO

SIGN…………………………………….

DATE…………………………………

This research Project has been approved by the Head of the Department

MR. JOHN PAUL WARAMBO

SIGN…………………………………….

DATE…………………………………

DEDICATION

This work is dedicated to all the men and women who are passionate about education, as well as those who deal with student disciplinary matters.

ACKNOWLEDGMENTS

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LIST OF ABBREVIATION

BOM: Board of Management.

CUEA: Catholic University of Eastern Africa.

HOD: Head of Department.

HRW: Human Right Watch

MIC: Marist International Center.

MIUC: Marist International University College.

SPSS: Statistical package for Social Science.

TSC: Teacher Service Commission.

UNESCO: United Nations Educational, Science and Cultural Organization.

USA: United State of America.

ABSTRACT

The purpose of this study was to find out the effectiveness of the alternative methods of reinforcing discipline among students in public secondary schools in Dagoretti Sub-County, Nairobi County. The objectives were: to explore the effectiveness of guidance and counseling in reinforcing discipline in Dagoretti Sub-County secondary schools; to examine the effectiveness of positive reinforcement techniques in reinforcing discipline in Dagoretti Sub-County secondary schools; to investigate the effectiveness of alternative disciplinary measures in Dagoretti Sub-County secondary schools; and to survey the effectiveness of the techniques of setting rules and expectations in reinforcing discipline in Dagoretti Sub-County secondary schools. The study employed the descriptive survey design, which is concerned with generalized statistics that result when data is extracted from respondents. The study went in line with the work of Burrhus Frederic Skinner, who was an American psychologist and behaviorist who came up with a theory of operant conditioning. This theory stresses that, through operant conditioning, behavior that is reinforced or rewarded will likely be repeated, while behavior that is punished will occur less frequently. The target population was comprised of teachers and students in public secondary schools in Dagoretti Sub-county, Nairobi County, with 16 teachers and 145 students. The instruments of data collection were questionnaires, which were distributed with respect to the gender of the respondents. Data was analyzed using statistical Package for Social Sciences (SPSS). Both qualitative and quantitative data were collected using the questionnaires. To illustrate the study's findings and identify general trends, descriptive statistic was used. Charts, graphs, and pie charts were used to summarize the quantitative data. The study discovered that schools use a variety of punishment tactics to instill discipline. The success of these measures varies per school and also by the type of offense committed. Manual punishment was successful for minor infractions, whereas suspension, exclusion, guidance and counseling, peer mediation, and teacher-student conferences were all effective for major infractions. In addition, the study found that the Ministry of Education should hold in-service training for teachers on a regular basis to keep them abreast with up to date skills of reinforcing discipline.

CHAPTER ONE

1.0 INTRODUCTION

This chapter examines the background of the study, problem statement, objectives of the study, the specific objective of the study, the scope and delimitation, limitations of the study, significance of the study, the theoretical framework, the conceptual framework, operational definition of key terms, and the organization of the study.

1.1. Background of the study

School discipline refers to the actions taken by a teacher or a school organization in response to a student's behavior that disrupts an ongoing educational activity or violates a school rule (Schiff, 2018). Dealing with discipline becomes a challenge, and Agesa (2015) reminds us that the failure of teachers to devise effective alternative strategies for discipline has led to increased cases of learner indiscipline in schools and many educators are now facing multiple struggles concerning discipline in schools because the alternative discipline strategies to corporal punishment are ineffective.

The Teacher Service Commission (TSC) encourages teachers to uphold professional standards of conduct and ethics at all times. The most important role for all teachers is to promote a safe, healthy, courteous, and student-centered learning environment for the students in their care. In terms of school indiscipline, it is currently witnessed, particularly in Kenya, how some students in boarding secondary schools are reacting towards their educators. This is a sign that something is wrong with the way schools deal with indiscipline. A Kenyan co.ke writer (2021) highlighted the recent incident that happened at St Luke's Boy's High School in Kimilili town, Bungoma County, where the students protested against corporal punishment. The police intervened and arrested several students, the author went on to say about the cases at Kuro High School in

Narok County and at Timboroa Boys High School in Baringo County, which lost a section of their dormitories to a fire that started around 9 pm when the students were in class for the evening preps.

To combat these emerging problems in schools, the United Nations Educational, Scientific, and Cultural Organization (2016) encourages teachers to adopt the following types of education: education in the head, education in the heart, and education in the hands. In other words, teachers should strike a balance between knowledge, love, and work. In maintaining discipline, most of the schools, face challenges in keeping the best method adopted, and some parents and teachers still fall into the temptation of reinforcing discipline by still using the cane. The fact is that a cane doesn't eradicate the root of the matter.

Ibenegbu (2018) reminds teachers that many cases of indiscipline in secondary schools are connected with family instability. Children can be influenced by everything around them, and constant family quarrels can become the cause of major psychological trauma in their lives, which in turn makes them exhibit similar behaviors at school. The emotional stress that is brought on children by their families can eventually disrupt discipline in educational institutions. Hence, it requires the constant attention of the teacher and the ability to know what is happening in the family of a particular student, otherwise, confrontations between students and teachers will go on and on.

According to Fazekas et al. (2020), a child will make a mistake and the parents, teachers and guardians should try their best to maintain and keep on reflecting on the positive ways of strengthening discipline. Indiscipline in school prompts the teachers to use a cane, where Jekayinfa (n.d.) defines indiscipline in schools as a violation of school rules and teachers usually find a reason for punishing a child. However, some of the means used seem improper, Pate and

Gould (2012) clarify that corporal punishment is any form of correction that involves physical retribution, and corporal punishment may include switching, spanking, caning, slapping, chastising, paddling or flogging. The author goes on to say that the use of negative language and name-calling has become an acceptable addition to corporal punishment.

A good educator should exercise patience and think of appropriate corrective measures and learn to accept the weaknesses of the learners. Ibenegbu (2019) reminds us that today's students' minds have been completely poisoned by the social media, which is currently filled with information and cases related to violence, crimes, and different kinds of misbehavior. As a result of this, students tend to imitate what they see in the media, but unfortunately, it is illogical and impossible to shut down the media industry! However, parents can at least limit the access of some media resources to their schoolchildren, which will greatly improve their behavior at school.

Byrnes and Baxter (2012) pointed out that today, parents and teachers who adopt better ways of helping the students, should regard the learners as partners in the educational process and should strive to befriend and guide them. In the current time, some of the parents and teachers still believe in this harsh way of disciplining the learners. Therefore, this would raise criticism among educational stakeholders with an implication that there are other possible ways of managing discipline issues among the secondary school students. Thus, those in charge of discipline should employ corrective measures that do not harm the learners.

It is against this background that this study intended to assist educators in devising more effective approaches to dealing with incidents of indiscipline in public secondary schools in Dagoretti Sub-County, Nairobi County, where several approaches of reinforcing discipline without the use of a cane would be examined.

1.2 Problem statement

Indiscipline cases are growing in schools. Though schools adopt alternative ways to replace corporal punishment, it is still obvious that school staff are not equipped with alternative methods of reinforcing discipline and thus the issue remains rampant. According to Fitz-Gibbon (2017), corporal punishment in schools is illegal in Canada, Europe, Australia, and New Zealand, which makes the USA the only western-world country where corporal punishment in schools is still allowed, and the author goes on to say that the practice is banned in 128 countries in the world.

One of the common proverbs says, "spare the rod and spoil the child.". This proverb originally referred to corporal punishment. It is still quoted today as a belief that discipline without using a cane is not effective. In the African context, it is being experienced that this approach to disciplining is not helpful. According to the Constitution of the Republic of Kenya (2010, art. 53), "Every child has the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labor." pg. 37. Whereas article 29 says, "Every person has the right to freedom and security of the person, which includes the right not to be subjected to any form of violence from either public or private sources; subjected to torture in any manner, whether physical or psychological; subjected to corporal punishment; or treated or punished in a cruel, inhuman, or degrading manner." In Kenya The TSC (2021) supports the above constitutional measures by highlighting the fact that caning only adds more firewood to the ongoing crisis, and one of their internal memos points out that teachers are requested to be at the forefront in protecting learners against any form of harassment or violence.

Studies that have looked into the efficiency of other techniques for reinforcing discipline among students have not been undertaken in Dagoretti Subcounty, Nairobi Sub-County which the researcher found surprising. As a result, it is certain that alternate means of reinforcing discipline among students in public secondary schools in Dagoretti Sub-County, Nairobi County, should be investigated.

1.3 Objectives of the study

The purpose of the study is to investigate the effectiveness of alternative methods of reinforcing discipline among students in public secondary schools in Dagoretti Sub-County, Nairobi County.

1.3.1 Specific objective of the study

I. To explore the effectiveness of guidance and counseling in reinforcing discipline in Dagoretti Sub-County secondary schools.

II. To examine the effectiveness of positive reinforcement techniques in reinforcing discipline in Dagoretti Sub-County secondary schools.

III. To investigate the effectiveness of alternative disciplinary measures in Dagoretti Sub-County secondary schools.

IV. To survey the effectiveness of the setting rules and regulations technique in reinforcing discipline in Dagoretti Sub-County secondary schools.

1.4. Research questions

1. How is guidance and counseling effective in reinforcing discipline in Dagoretti Sub-County Secondary Schools?

2. What are the other positive reinforcement techniques for reinforcing discipline in Dagoretti Sub-County Secondary Schools?

3. What are alternative disciplinary measures for reinforcing discipline in Dagoretti Sub-County Secondary Schools?

4. How does setting rules and regulations help in reinforcing discipline in Dagoretti Sub-County Secondary Schools?

1.5. The Scope and Delimitation

According to Agesa (2015), the delimitations of the study refer to the boundaries of a research study based on the researcher's decisions of what to include and what to exclude. They narrow the study to make it more manageable and relevant to what is being proved. This study was limited to public secondary schools in Dagoretti Sub-County, Nairobi County. The respondents were teachers, and students from public secondary schools only. The study investigated the effectiveness of alternative methods of reinforcing discipline among students in public secondary schools. Other factors may influence the effectiveness of alternate kinds of discipline reinforcement; nevertheless, the study focused on their effectiveness in light of Kenya's ban on corporal punishment.

1.6. Limitation of the study

During the course of the research, the researcher ran into a number of issues.

Some of the issues are as follows:

I. Students' knowledge of the questionnaire: the researcher discovered that several form one students were unsure how to complete the questionnaire.

II. Lack of information about location: The researcher intended to conduct the investigation in schools in the Dagoretti Sub-County, but had no idea where those schools were.

III. Language barrier: The researcher was raised with a French background and as a result, had difficulty in interacting with the respondents in the field.

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1.7 Significance of the study

The research findings will help the Ministry of Education with policy formulation on alternative discipline strategies to be used in secondary schools. It will be beneficial to the school administration if they choose to look at alternative methods of reinforcing discipline among students. The study will also provide the most comprehensive awareness of how children face difficulties once they are facing corrective measures. It will equally enhance the teacher's skills in handling cases of indiscipline, especially in the classroom. Besides, it will expose the teacher to different and appropriate disciplinary procedures and offer the appropriate ways to administer corrective measures.

This research work has a practical significance that will serve as an eye-opener to policymakers in the educational arena. It could be used as a masterpiece in their deliberation on the disciplinary measures to be inflicted on the learners in all institutions of learning, especially secondary schools. This study will also be a guide for researchers who will be interested in carrying out studies related to my findings. It will be relevant for the Board of Management (BOM) and school principal in formulating school rules and regulations together with other stakeholders such as the students, teachers, parents, and the community at large. It will also help the stakeholders become conversant with the policy statement on school discipline and take their rightful place.

The school community will also benefit from the research because it may eradicate certain factors that bring about indiscipline in the school. This will lead to harmonious co-existence between the school and the community at large. Parents will also benefit because they will be able to learn new ways of disciplining students at home, leading to a better parent-child relationship. Moreover, it will encourage further research as well as provide literature to

enhance other research work. Besides, it will help the students develop a different perception of the cause of their punishment and appreciate it since they are the recipients of these disciplinary strategies. This research will change the mindsets of young people and teachers as well, so that they will start feeling at home about school experiences.

1.8. Theoretical framework

According to Chinn and Malhotra (2002), theoretical framework is the structure that holds or supports a research theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

Burrhus Frederic Skinner was an American psychologist and behaviorist who came up with a theory of operant conditioning. McLeod (2007) highlighted that operant conditioning is known as instrumental conditioning, and through operant conditioning, behavior that is reinforced or rewarded will likely be repeated, while the behavior that is punished will occur less frequently. Reinforcement is the key element in Skinner's stimuli and response theory. A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade, or a feeling of increased accomplishment or satisfaction. The theory also covers negative reinforcers. In a school set up, any stimulus that results in an increased frequency of moral attitudes should be followed. Cherry (2021) asserts that in positive reinforcement, a response or behavior is strengthened by rewards, leading to the repetition of desired behavior, so the reward becomes a reinforcing stimulus. This implies that despite the weakness of students, there is a possibility of change so long as teachers recognize their little effort. By doing so (rewarding them), students will start learning positive morals and attitudes.

Gunter and Coutinho (1997) see negative reinforcement as a method that can be used to reduce undesirable behaviors. However, Students who have learned to associate threatening or fearful

situations with classroom experiences can have a more difficult time during the teaching and learning process. In the classroom, teachers can be aware of the effects of classical conditioning on test anxiety and create a learning and testing environment that reinforces a feeling of calm and focus. When a student takes tests in a low-pressure, positive environment over time, the classically conditioned response will become "extinguished," or disappear. Additionally, to use classical conditioning to the best effects of the technique, teachers have to integrate the process into the classroom learning model, which can take time away from the overall learning experience.

The technique may only have a positive impact on some students, while others may see it as a negative aspect of the classroom. Obenchain and Taylor (2005) assert that negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. Hence, a good teacher should not only focus on rewards; rather, he or she should be able to help students differentiate what is good or wrong.

1.9. The conceptual framework

A conceptual framework is a synthetization of interrelated components and variables which help in solving a real-world problem, it shows how different elements come together to facilitate a research and a clear understanding of results. Toolshero (2021) defines a conceptual framework as a visual representation that aids in illustrating the expected cause-and-effect relationship. A conceptual model, or research model, is another name for it. The model incorporates several variables as well as the hypothesized relationships between them, reflecting the expectations. This framework is a tool that is employed before the start of a research project. A conceptual framework becomes an analytical tool as a result of this. It is a

tool for making mental differences and bringing disparate concepts together. Strong conceptual

frameworks result in the achievement of the desired goal.

Independent variables	Intervening variables	Dependent variables
ALTERNATIVE DISCIPLINARY STRATEGIES 1. Dialogue between a teacher and a student. 2. Rewarding and recognizing good performances. 3. Showing respect to a student. 4. Setting rules and regulations.	I. Parenting II. Peer pressure III. Family background IV. School & home V. Environment	**INDICATORS OF DISCIPLINED STUDENTS** I. Self-discipline II. Self-confidence III. Self-control IV. High self-esteem V. Order and harmony VI. Good performance VII. Proper time

Figure 1: Conceptual Framework

(Source: Field study, 2021)

The model above represents the relationship between the independent variable and the

dependent variable. The independent variable is the alternative discipline strategy, while the

dependent variable is the disciplinary outcome of it. The intervening variables include

parenting, peer pressure, family background, and the school environment. The systematic

presentation of the conceptual framework captured the interaction between alternative

strategies of discipline and the outcome, which is discipline. The change in alternative

discipline strategies has a direct impact on the discipline of the students.

1.10. Assumptions of the Study

The study was based on the following assumptions:

I.   Schools have developed alternative strategies for instilling discipline in secondary schools.

II.   The schools adhere to the government's requirement to ban corporal punishment.

III.   That all the respondents will cooperate, be truthful, and provide reliable information.

1.11. Operational definition of key terms

Corporal punishment: Pate and Gould (2012) clarify that corporal punishment is any form of correction that involves physical retribution, and corporal punishment may include switching, spanking, caning, slapping, chastising, paddling, or flogging.

Alternative measures: These are other ways of looking at things. This means that instructors must consider and develop new strategies to deal with incidents of indiscipline.

Teacher Service Commission (TSC): Kenya's Teachers Service Commission was formed by the Kenyan Constitution to manage human resources in the education sector. It has offices in all 47 counties and is headquartered in Nairobi, Kenya's capital.

Cane: a long, thin, flexible staff that was sometimes used to chastise people, especially children at school.

1.12. Organization of the study

This study was broken into five sections. Chapter one is about introductions. It gave the background of the study, the statement of the problem, the scope of the study, and the objectives that were to be met. It also described the research questions, the significance of the study, the conceptual and theoretical frameworks, the limitations of the study, and the definition of key words. Chapter Two gave an account of the review of previously written and relevant materials

on this particular research theme under investigation. Chapter three elaborates on the research design and methodology, as well as the presentation, interpretation, and data analysis carried out in chapter four. Finally, chapter five gave the summary, considerations, conclusions, and some significant recommendations based on the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Surbhi (2017) defines guidance as a piece of advice or pertinent information given by a superior to help a person handle a problem or overcome a challenge. This is in line with Chen et al. (2013), who define guidance as simply "to show the path". Hence, guidance given to a particular person plays a greater role in shaping them and helping them employ a new mindset. However, beyond guidance, there is a professional way that is advocated by trained individuals. This technique is known as counseling. According to Surbhi (2017), counseling is a term used to describe professional guidance given by a counselor to an individual to assist him in overcoming personal or psychological issues.

In Italy, guidance and counseling play a pivotal role in responding to issues happening in schools whereby guidance and counseling are needed to help students who are affected by societal changes and the problem of social isolation among students, which is growing at a higher level. Maruna (2017) highlights that these services still provide a deeper understanding of the consequences of drug abuse and sexual immorality.

Schools in the United States are working hard to help students improve their academic performance, acquire and apply conflict resolution skills, encourage positive study attitudes and behavior, and reduce school dropouts (White and Kelly, (2016). According to Himanee (2018), guidance and counseling lead young people to follow a better type of education, and a learner is helped to select a better choice. In this way, a learner is motivated. However, Chitra (2021) looks at guidance and counseling as it may sometimes make students uncomfortable to share their issues. However, Muhumulira (2014) disagreed with Chitra (2021) and mentioned that his

view cannot be worrisome because the people who usually facilitate guidance and counseling are people who have a lot of experience and are professionals in searching for alternative ways to handle the issue.

Concerning the qualifications and competency in Kenya, the Teacher Service Commission (2015) noted that counselling will be conducted by: professionals who are holders of at least a Bachelor's Degree in Guidance and Counselling or Counselling Psychology and or a Post Graduate Diploma in Counseling, a Master's Degree in either Counselling Psychology, Guidance, and Counselling, or Clinical Psychology, or the equivalent from a recognized institution, and are members of professional bodies that monitor and facilitate their personal and professional development. The person must be in a continuous counseling supervision program conducted by a certified counselor supervisor. This implies that a teacher has to be well qualified.

Research conducted at Moi University in Eldoret, Kenya by Guidance and Counselling Committee (2019) reports on drug abuse among youths and other misbehavior displayed by students, so this report finds that There is a need for guidance and counseling to minimize and prevent the effects of such cases. This matches with the view of National Guide lines for alcohol and substance use prevention and management in Kenyan institutions that Counselors are encouraged to ensure the good health of client students and promote well-being for all ages, seeking to educate and eradicate the disorders related to drug abuse. (Chesang, 2013). The Research conducted in in the secondary schools of Dagoretti Sub-County, it is found that Students believe that counselling in schools should be provided by well trained and professional counsellors. For counselling to be effective, more time should be created for counselling sessions. Students also feel that students should be given the opportunity to

counsel each other or because they are more open and comfortable among themselves. However, this finding is only limited to what happens within the school premises of Dagoretti Sub-County Secondary Schools; hence, further findings and factors outside the school are not indicated. The researcher would have wished to include the point of view of parents and group mates of those who receive services of guidance and counselling.

2.1. Positive reinforcement in reinforcing discipline

Merriam Webster (2021) defines positive reinforcement as a way of encouraging and establishing a belief in a pattern of behavior. Courtney (2021) adds that this action or process of reinforcing or strengthening good behavior works as positive parenting for motivating good behavior that is displayed. While trying to establish changes in terms of behavior, teachers should appear positive in front of a learner. In India, the ministry of education emphasizes the aspect of rewarding good behavior because, as you reward good behavior, you are recognizing the effort made by students, and it is a sign that a teacher is not ignorant about improvement happening. So, as a result of this, a teacher builds a culture of putting attention on improvements rather than failures, which will certainly encourage other students to behave better (Teachmint, 2021).

According to Eastern Africa Child Right Network (EACRN) (2014) it is highlighted that Positive reinforcement helps a child boost self-confidence and contributes to the foundations of their sense of self. Furthermore, Infographics (2015) shed more light on the various facets of "self-esteem," with each success assisting children in becoming more self-assured. This increases a student's motivation, making them feel more encouraged and welcomed in the classroom.

Similarly, in Kenya, positive reinforcement techniques help to reduce the extent and frequency of misbehavior displayed by students. By expressing admiration and by writing positive comments in the child's exercise book, it can establish important changes in the minds of students (Human Right Watch, 2021).

The findings from Dagoretti's Sub-County secondary schools, Nairobi County, revealed that students are frequently rewarded when they do something good, and a large number of students agreed that the word of encouragement is beneficial because it boosts morale in the learning process. However, the findings were limited to the way's students perceive teachers. Hence, the researcher would have wished to obtain more findings from teachers and compare their points of view with the ones of students.

2.2. Alternative disciplinary measures for reinforcing discipline

Fedweek (2021) defines alternative disciplinary measures as actions taken instead of traditional discipline to remedy misconduct without resorting to more costly official procedures and litigation. The purpose of alternative discipline is to change a student's behavior for the better by providing a different way to deal with misbehavior.

In South Africa, various forms of discipline were administered by teachers. In her findings, Phliswa (2013) brought to light alternative disciplinary measures such as manual work, parental involvement, picking papers in the school premises, and covering classes missed (during break). By making a student cover the classes missed, they will try they best to avoid the shame of attending classes while others are on break. A researcher went on suggesting that for a grave matter, reporting serious cases to the police **is** also possible.

Reporting serious cases to the police is again is a concern which was addressed by the Teacher Service Commission (2015), and stated that headteachers have a responsibility to report significant or recurring violations of the regulations to an authorized person as soon as possible. They must also cooperate with any investigation conducted by their school's authorized person.

According to Larzelere and Kuhn (2016), alternative disciplinary measures involve imposing nonphysical disciplinary measures as alternatives to beatings. For instance, a teacher may ask students to write a statement describing the negative effects of their behavior or to apologize for the mistake in front of their classmates. This implies that these alternative disciplinary measures not only help the one who made a mistake alone, but also other students learn from the disciplinary measures given to their colleagues. Larzelere and Kuhn (2016) asserted that alternative disciplinary measures can work well if a teacher asks a student to perform academic-related work and also involves parents. This means that a student may be asked to bring the parents to school in order to discuss the students' behavior.

Schools in the Starehe division (Nairobi- Kenya) value alternative disciplinary measures techniques as investigated by Agesa (2015), who observed that manual disciplinary measures are given to instill discipline by digging flower beds, slashing, picking litter, and keeping the surroundings clean of the school environment. So, according to Agesa (2015), this alternative discipline disciplinary measures technique plays a vital role in achieving school expectations and goals and also help a learner acquire a sense of responsibility.

In Dagoretti Sub-County secondary schools, it was found that the majority of the teachers were of the opinion that there were other methods of instilling discipline and that they recognized the fact that those alternative disciplinary measures play a pivotal role in achieving school

expectations. However, more than half of the respondents (56.25%) revealed that alternative disciplinary measures have not been fully adopted in their school. In addition to that, teachers mentioned that the defaulting students should be assigned to clean the classroom or sent to work on the school farm. The researcher would have wished to have more information from parents on how they handle their children when they misbehave. Parents' opinions may be relevant since they know their children much better.

2.3. Setting rules and regulations

The American Academy of Pediatrics (2018) advises parents and teachers to set clear and consistent rules for learners to follow, and these rules should be explained according to their ages. As teachers set rules and regulations for their students, teachers and parents are required to model the behavior that they would like to see in their students.

However, parents and teachers who set rules and regulations for those they take care of should be careful. They (parents and teachers) are called to exercise attentive attitudes toward student. This means that parents or teachers should let a child finish his or her story; a teacher should allow a student tell him or her what happened before they start punishing. Consequently, both teachers and parents are called to study the source of the problem before drawing conclusions (American Academy of Patriarchs, 2018**).**

In Zambia, it has been observed that clear rules and regulations foster healthy competition, and that students learn early on how to provide what is expected of them (Coalter, (2013). Human Rights Watch (n.d.) clarifies that disciplinary measures will be more effective if the teacher makes clear his or her regulations at the beginning of the term. This will enable the students to know the rules in advance, therefore, there will be no surprises when the instructor penalizes

those who break them. Students will be more likely to perceive the disciplinary measures as just, maintain their respect for the teacher, and to obey the guidelines if the regulations are made. Furthermore, student acceptance of the rules will increase if pupils participate in setting guidelines for the classroom. The process of establishing guidelines will give them a greater understanding of the reasons for the regulations, and they will see themselves as having a stake in their enforcement.

According to Agesa (2015), setting rules and regulations help the principals point out that every school should have stipulated school rules and regulations. This should be given to every student and also posted on strategic notice boards to act as a constant reminder to the students. The internal factors include persistent absenteeism among both the students and the teachers; favoritism by the teachers. According to Agesa (2015), school discipline refers to a set of rules and regulations that govern the behavior of children and seek to maintain law and order in schools. It aims at creating a safe and conducive environment for learning in the classroom and school.

In the secondary schools of Dagoretti Sub-County, it was found Teachers believe that setting clear and consistent rules will help to reinforce discipline in students. This means that learners will get to know they regulations and consequently abide by them. This will prevent them from engaging in disciplinary acts which may keep them away from studying, analysis of teachers' comments shows.

2.4. Summary of the Literature Review

This chapter examined the literature on alternative techniques of strengthening discipline, which included information from e-books, books, magazines, research articles, and other

educational projects. The chapter presents the value of guidance and counseling in reinforcing discipline. Chitra's (2021) point of view revealed a potential vacuum in guiding and counseling. This is because students may be hesitant to discuss their concerns. Regardless of the difficulties that may develop, advice and counseling are seen as having a vital role. The researcher also found that praising students' efforts, such as motivating excellent behavior and writing kind comments about them, may increase morale and cause significant changes in students' thoughts. This literature encouraged teachers to think beyond the box, which implies that they should acquire new approaches to deal with indiscipline cases. Finally, clear and consistent norms needed to be established in our classrooms. One of the most difficult problems is that educators do not model the behavior they wish to see in their students. Indeed, if it's done properly, setting rules and regulations can significantly improve the efficiency of the teaching and learning process.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURE

3.0 Introduction

This chapter presents the methodology that was employed in the study. This includes the research design, site of the study, target population, sample and sampling techniques, description of the data instrument tools, validity and reliability of the instruments, data collection procedures, data analysis and ethical considerations that were employed.

3.1. Research design

According to Research Guides (2021), the research design refers to the overall strategy that one chooses to integrate the different components of the study clearly and logically, thereby, ensuring the research problem is well addressed. This implies that a research design is the essential plan that specifies the methods and procedures for collecting and analyzing the needed information. Research design constitutes the blueprint for the collection, measurement, and analysis of data. The descriptive survey method was used in this study. According to Dulock (1993), a descriptive research aims at accurately and systematically describing a population, situation, or phenomenon. Descriptive research can provide an in-depth view of any topic in which a researcher might want to study and the level of detail that he or she can find and as such the descriptive research, is extremely valuable which is particularly true if the descriptive research is corrected quantitatively.

This study used a quantitative approach which included the survey research design. According to Ponto (2015), survey research design means the collection of information from the sample of individuals through their responses to the questions asked from them. The author continues

by saying that this type of research design allows researchers to use a variety of methods while collecting data and using various methods of instrumentation. The survey research design can both be quantitative and qualitative. In a quantitative research design, data is collected in numerical form through the use of questionnaires (Gorard, 2001). According to Bryman (2017), qualitative research strategies use open-ended questions and the information collected is quantified through the use of statistical analysis.

3.2. Target population

According to Science Direct (n.d.), the target population are the people whom through their intervention a researcher intends to conduct research and develop conclusion. The population of this study are both teachers and students in public secondary schools in Dagoretti Sub-County, Nairobi County. The researcher used teachers in the study because they are the ones who often meet and know students much better. This study equally involved students because they are at the center of the study and for this reason their views are very essential. The researcher targeted the students from form one, form two, and form three as well as teachers who teach in the secondary schools of Dagoretti Sub-County, Nairobi County. The population in this study was 225 respondents in 6 schools, which were comprised of 25 teachers and 200 students.

3.3. Sample and Sampling techniques

Muhumulira (2014), defines a sample as a small portion of a population that is used to generalize the entire population. The author goes on to say that a sample is a subgroup drawn from the universe or population. Sampling is the process of selecting a group of individuals from a population to study them and characterize the population as a whole (Great Learning Team, 2020).

The study employed both stratified random sampling and simple random sampling.

According to Halu-Halu (2020), in a stratified sample, researchers divide a population into homogeneous subpopulations called strata based on specific characteristics (e.g., class level of students). Whereas simple random sampling is a type of sampling technique whereby each individual in the population has an equal chance of being selected to be part of a sample, i.e., each member of the subset has an equal probability of being chosen.

When a researcher employed stratified sampling, each stratum was sampled using a different probability sampling method known as simple random sampling, which allows researchers to estimate statistical measures for each subpopulation. The strata were comprised of learners from form one, form two, and form three. Then, from each stratum, the respondents who accepted to be included in the research process were randomly selected. The researcher randomly selected 51 students from the strata of form one, the strata of form two, the researcher selected 50 students, and from the strata of form three, the researcher selected 44 students. The sampling frames from which the researcher picked her samples consisted of 145 learners. Teachers were randomly selected from their schools because the researcher aimed to eliminate bias by giving all teachers an equal chance to be chosen.

The sample and sampling technique in this study is shown is the table below.

Table 3.1: Sample Population

School names	Number of teachers	Number of students	Total
Girls Secondary school	8	75	83
Mixed Boys and Girls secondary school	8	70	78
Total	16	145	161

(Source: Field study, 2021)

3.4 Instruments for data collection

A research instrument is a tool used to collect, measure, and analyze data relating to the study of interest (Mbaruramye, 2021). In this study, the researcher used questionnaires to collect data form the respondents. Kothari, (2014) defines questionnaire as a careful designated instrument written, typed or printed for collecting data directly from the sample population. It consists of closed and open-ended questions. Closed ended questions were arranged in such a way that the respondents were provided with a list of responses from which appropriate answers were to be filled in. On the other hand, open ended questions required the respondents to provide their own answers and opinions.

3.4.1 Questionnaires for students.

 The questionnaire for students were categorized into two sections which comprises demographic information's and questions about the effectiveness of the alternative method of reinforcing discipline among students based on the research objectives.

3.4.2 Questionnaires for teachers

The questionnaire for teachers were categorized into three sections consisting of teacher's demographic information as well as questions on the effectiveness of the alternative method of reinforcing discipline among students in public secondary schools. The researcher formulated the questions based on the research objectives.

3.5. Validity of instruments

According to Agesa (201), validity is defined as the precision and significance of inferences drawn from research. Therefore, the researcher's main intention was to make sure that the outcomes of data analysis accurately reflected the topic under investigation.

3.6. Reliability of Instrument

The degree to which a research instrument produces consistent results after repeated trials is known as reliability (Hopkins, 2000). When an instrument can precisely measure a variable and produce consistent findings over time, it is considered reliable. Internal consistency of research instruments is defined as the ability of research instruments to deliver similar results under consistent settings time after time. To assess the reliability of the research instrument to be used, the researcher conducted a pilot test in a school that is not part of the study. A few questionnaires were handed to the students to check if the results match those from the targeted schools.

3.7. Data collection

Data collection is the procedure of gathering information from various sources. Data in this study was collected using questionnaires whereby the exercise was conducted on a regular school day to prevent interfering with the respondents' typical daily routines. A letter introducing the researcher to the field was acquired from the researcher's institution MIUC.

Both open-ended and closed-ended questions were included in the questionnaires. The researcher distributed the questionnaires to the concerned teachers who distributed them to the various respondents sampled in this study. Thereafter, the researcher collected them after the whole exercise was over for data analysis.

3.8. Data analysis

Data analysis was the process whereby the researcher tries to get useful understanding form the data collected. The data obtained from the questionnaires was coded and entered into the computer for analysis and was presented descriptively using graphs, pie charts, and frequency tables using the Statistical Package for Social Sciences (SPSS) software. The data was then analyzed qualitatively and quantitatively.

3.9. Ethical considerations

The researcher asked the school authorities of the sampled schools for permission to distribute the questionnaires after submitting the research permit and a letter from MIUC approving that the study is in progress. Confidentiality of the respondent was reassured that the study was for academic purposes. This made it easy to administer the questionnaires without inconveniences.

CHAPTER FOUR

ANALYSIS, PRESENTATION, DISCUSSION, AND INTERPRETATION OF* THE FINDINGS.

4.0. Introduction

The purpose of this research is to establish the effectiveness of the alternative methods of reinforcing discipline among students in public secondary schools in Dagoretti Sub-County, Nairobi County.

This chapter presents the research findings, interpretations, and discussion according to the research objectives and research questions. The research objectives are: to explore the effectiveness of guidance and counseling in reinforcing discipline in Dagoretti Sub-County secondary schools; to examine the effectiveness of positive reinforcement techniques in reinforcing discipline in Dagoretti Sub-County secondary schools, to assess the effectiveness of alternative disciplinary measures in Dagoretti Sub-County secondary schools, and finally, to assess the effectiveness of setting rules and regulations techniques in reinforcing discipline in Dagoretti Sub-County secondary schools, Nairobi County.

 The study is divided into two main sections: Section one presents demographic data for the respondents. The second section presents the results of the study, which are organized in relation to the research objectives of the study.

4.1. Return Rate of the Administered Questionnaires

Table 4.1: Response Rate

Respondent	Administered		Returned	
Category		**%**		**%**
Students	145	100.0	139	96
Teachers	16	100.0	16	100.0
Total	**161**	**100.0**	**155**	**96.3**

(Source: Field study, 2021)

Table 4.1 above represents the total number of questionnaires which were distributed to the different categories of respondents; among them were students and teachers. From the findings, the table shows that for the students' respondents, 145 questionnaires were administered to them within the selected two schools, however, 139 respondents returned their questionnaires. The return rate for students' respondents was 96%. On the other hand, 16 questionnaires were distributed to the teacher's respondents. From the findings, it shows that 16 questionnaires were returned, which is equivalent to 100% as the teacher respondents' rate. All questionnaires given to teachers were returned. This high rate of questionnaires returned indicates that the research is reliable.

4.2. Demographic information.

4.2.1. Gender of the Respondents
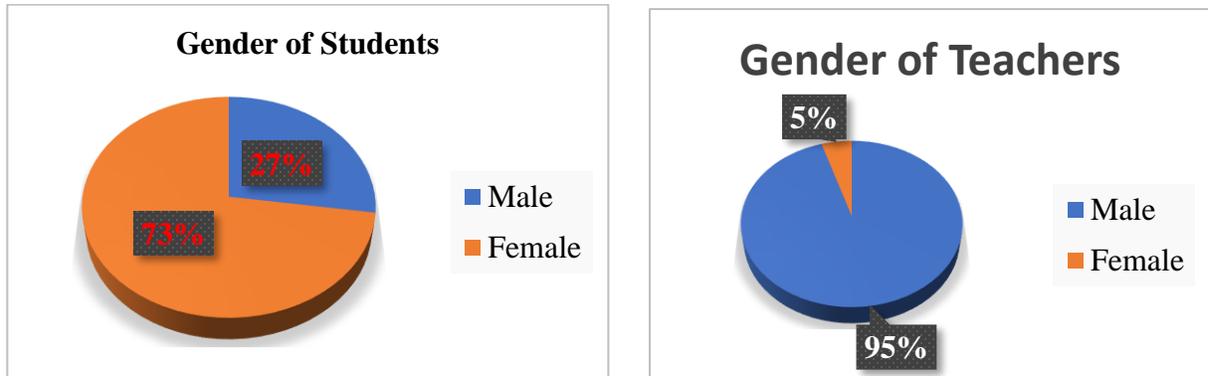
Figure 4. 1: Gender of Respondents

(Source: Field study, 2021)

Figure 4.1 above indicates that 27% of the students who participated in the research were male. On the other hand, 73% were female. The findings indicate that the majority of the students who participated in the research study were female. This could be the result that one of the sampled schools was purely girls boarding school while the other was a mixed boy and girls' secondary school. The findings also indicate that 5% of the teachers were female, whereas 95% were male teachers who participated in the research. This shows that there could be an imbalance in matters pertaining discipline in relation to the ratio of male to female.

4.2.2: The status of the schools

Table 4.2: The Status of the Schools

| | Students | | Teachers | |
Respondents	Frequencies	Percentage	Frequency	Percentage
Mixed boys and girls	62	44.6	8	50
Girls Boarding	77	65.4	8	50
Total	139	100.00	16	100.00

(Source: Field study, 2021)

Table 4.2 above illustrates the status of the schools of the respondents. The research was conducted in two different schools. In the mixed school, the respondents were 62 (44.6%), whereas in the boarding school, the respondents were 77 (65.4%). The majority of the respondents are from the girls boarding school. 8 (50%) teachers from the boarding mixed school and 8 (50%) teachers from the boarding girls' school participated in this study indicating an equality of teacher's respondents. This shows that there is presence of teacher's participation in matters related to discipline together with different approaches or strategies.

4.2.3. Class level of students
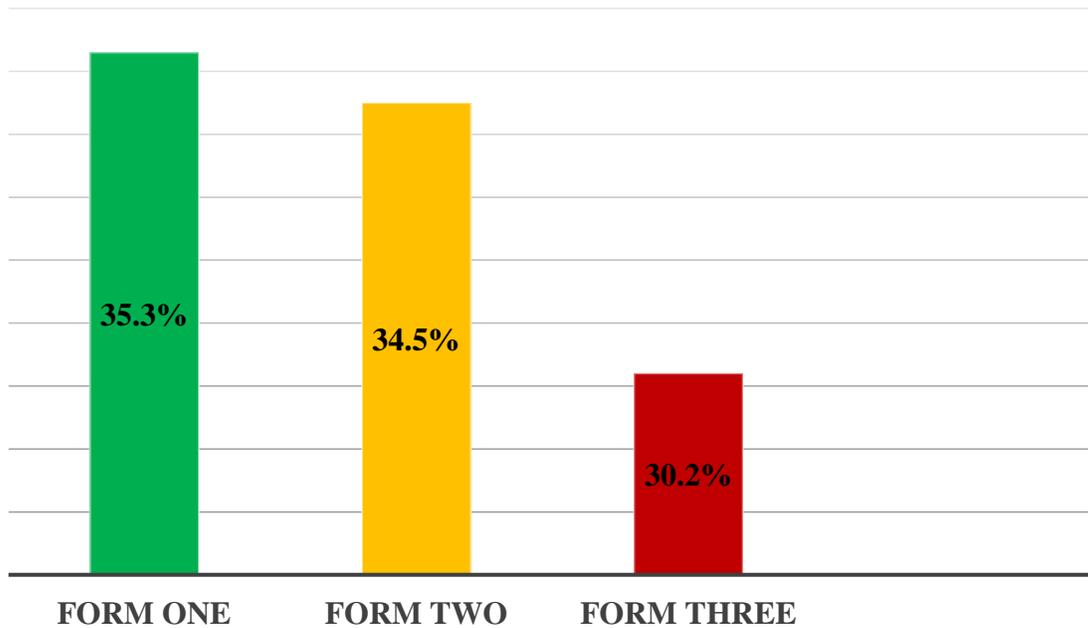
Figure 4.2: The respondents' class level

(Source: Field study, 2021)

Figure 4.2 above shows the class levels of the respondents. The questionnaires were given to students in form one, form two, and form three. Form one students who participated in the research were 35.3%, Form two was 34.5%, and Form three students who participated in the research were 30.2%. These findings show that form one students participated more in the research as compared to forms two and three. This probably shows that students from form two and form three may have dropped out because of discipline issues with time.

4.2.4. Teachers' Teaching Experience

Table 4.3: Teachers' Teaching Experience

Measurement scales	Frequency	Percentage
1-5 Years	7	43.8
6-10 Years	4	25
11-15 Years	1	6.3
Above 16 Years	4	25
Total	**16**	**100.00**

(Source: Field study, 2021)

Table 4.3 above presents data about teachers' teaching experience in terms of years. Teachers who have an experience of 1-5years were 7(43.8%) ,6-10 years were 4(25%), 11-15years were 6.3% and above 16 years were 4(25%). This shows that all the teachers' respondents in this study have an experience in matters of discipline and hence there are most probably in a position to deal with alternative disciplinary measures rather than the traditional use of the cane.

4.3. Information About the Effectiveness of Guidance and Counseling In Reinforcing Discipline

Guidance and counselling department in any school is key in matters dealing with discipline. This section presents responses on the effectiveness of alternative disciplinary measures. For each statement, the researcher employed the mean on a measurement scale ranging from "strongly agreed" to "strongly disagreed". The statements are analyzed and presented in tables and figures as shown below.

4.3.1. Guidance and counseling play an important role in our school.
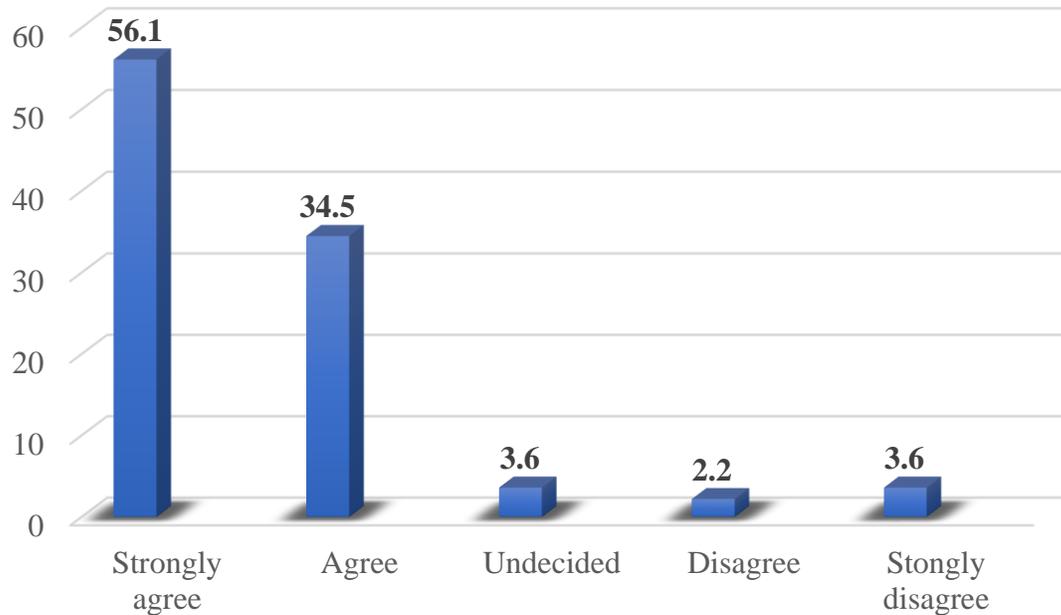
Figure 4.3: Students' responses to whether guidance and counseling play an important role in our school.

(Source: Field study, 2021)

The above figure stipulates students' responses to whether guidance and counseling play an important role in their school. 56.1% strongly agreed with this assertion, 34.5% agreed, and 3.6% were not sure. However, 2.2% disagreed with the same claim, while 3.6% strongly disagreed. The findings indicated that the majority of the students agreed with the fact that guidance and counseling play an important role in their school. By this reason, guidance and counselling, once well facilitated, play a crucial role in instilling discipline in schools.

4.3.2 The personnel for guidance and counseling are very committed.

Table 4.4: Students' responses to whether the personnel for guidance and counseling are very committed.

Measurement scales	Frequencies (f)	Percentage (%)
Strongly agree	39	28.1
Agree	66	47.5
Undecided	16	11.5
Disagree	13	9.4
Strongly disagree	5	3.6
Total	139	100.00

(Source: Field study, 2021)

As indicated in table 4.4, 28.1% of students strongly agreed that the personnel for guidance and counseling are very committed to matters of discipline in their school; 47.5% agreed with the same claim, while 11.5% were neutral. Nevertheless, 9.4% disagreed with the assertion, while 3.6% strongly disagreed with the claim. Based on the findings, the researcher found out that the majority of the students agreed that the personnel responsible for guidance and counseling in their school are committed. This means that students receive appropriate guidance and counseling in school on matters of discipline, which is an alternative method of reinforcing discipline among students, as echoed by Muhumurira (2014), and the approach of disciplining students in Dagoretti Sub-County secondary schools is assured to be effective due to the dedication of the staff in charge of guidance and counseling.

4.3.3. The need for more time for guidance and counseling
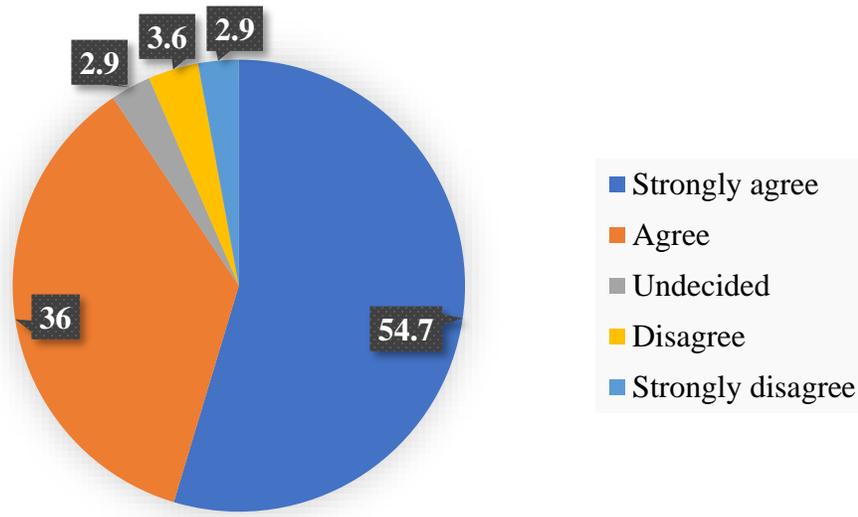
Figure 4.4: Students' responses to whether they need more time for guidance and counseling.

(Source: Field study, 2021)

The above figure presents data on students' responses to whether they need more time for guidance and counseling. 54.7% strongly agreed, 36% agreed, 2.9% responded that they were not sure, 3.6% disagreed, and finally 2.9% strongly disagreed. Based on this finding, the researcher discovered that the majority of the respondents were of the opinion that they needed more time for guidance and counseling. The researcher, therefore, found that for effective discipline to take place, guidance and counseling should be given more time in schools. This recommendation is also echoed in the work of Agesa (2014), who suggested that school management should allocate more time for guidance and counseling in their schools in order to reduce cases of indiscipline. The fact that the majority of people want more time for guidance and counseling indicates that these services are more beneficial and productive.

4.3.4. The Facilitator is Skilled and Competent.

Table 4.5: Students' Responses to Whether the Facilitator is Skilled and Competent

Measurement scales	Frequencies (f)	Percentage (%)
Strongly agree	48	34.5
Agree	55	39.6
Undecided	25	18.0
Disagree	7	5.0
Strongly disagree	4	2.9
Total	139	100.00

(Source: Field study, 2021)

As illustrated in Table 4.5, 34.5% of the respondents indicated that the guidance and counseling facilitator in their school is skilled and competent. 39.6% agreed, while 18% were not sure. Nevertheless, 5% disagreed with the claim, while 2.9% strongly disagreed with it. The result of this finding shows that the majority of the students agreed that the guidance and counseling facilitator in their school has the required skills and is competent. This finding demonstrates that students in public secondary schools in Dagoretti Sub-County receive guidance and counseling from competent counselors. This, therefore, is a good sign that trained and competent facilitators lead to effective disciplinary procedures that are both fruitful and generally applicable.

4.3.5. My parents appreciate the help I receive from the school.
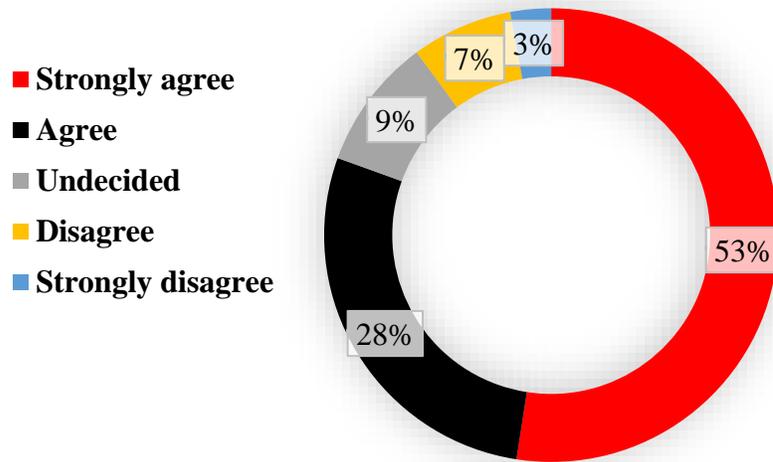
Figure 4. 5: Students' Responses to Whether the Parents Appreciate the Help They Received from The School.

(Source: Field study, 2021)

As presented in the above figure, 53% of the students strongly agreed that their parents appreciate the help they receive from school, 28% agreed with the same claim, while 9% of the students were not sure of what to say. Consequently, 7% disagreed with the assertion, while 3% strongly disagreed with the same claim. The result of this finding indicated that parents appreciate the help their children receive from the school, which indicates that they are happy with the measures the school has put in place to ensure discipline well dealt with in the schools. The finding as well revealed that parents are concerned with what is happening in schools in terms of discipline. Therefore, to ensure that discipline is well handled in schools, parents need to work hand in hand with the school administration.

4.3.6. The Guidance and Counseling I Receive from This School Help Me Overcome

Personal Challenges

Table 4.6: Students' Responses on Whether the Guidance and Counseling they Receive from the School Helps them Overcome Personal Challenges.

Measurement scales	Frequency(f)	Percentage (%)
Yes	115	82.7
No	24	17.3
Total	139	100.00

(Source: Field study, 2021)

As illustrated in Table 4.6, 82.7% of the students indicated that the guidance and counselling they receive from their respective schools help them overcome personal challenges. On the other hand, 17.3% of the students mentioned that the guidance and counselling they receive in their respective schools does not help them overcome personal challenges. This finding demonstrates that guidance and counselling helps students overcome their personal challenges. This finding as well corresponds with that of Chitra (2021), who mentioned that guidance and counselling, if well administered, help create awareness of cases of indiscipline in schools. Hence, guidance and counselling in schools, if well administered, serve as another effective way of handling indiscipline cases.

4.3.7. In our school, there are not many incidents of drug addiction and sexual immorality.

Table 4.7: In Our School, There Are Not Many Incidents Of Drug Addiction And Sexual Immorality.

Responses	Frequency(f)	Percentage (%)
Yes	81	58.3
No	58	41.7
Total	**139**	**100.00**

(Source: Field study, 2021)

As shown in the above table 4.7, 58.3% of the students agreed with the assertion that in their school there are no incidents of drug abuse and sexual immorality. 41.7%, on the other hand, responded they are numerous cases of drug addiction and sexual immorality in their respective schools. Based on this finding, the researcher found that even though cases of drug addiction and sexual immorality are existing in the community they are not rampant among students in public secondary schools in Dagoretti Sub-County, though only a few cases are among the students as reported by 41.7% of the respondents. Therefore, this is an indication that there is still a lot to be done to get rid of anything that could be a source of indiscipline

4.3.8 Sometimes, I am not comfortable sharing about my issues

No
19%

Yes
81%

■ Yes ■ No
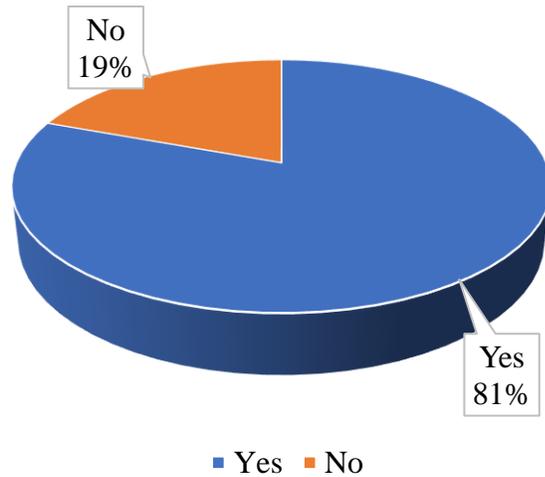
Figure 4. 6: Students' Responses on whether Sometimes, they are Not Comfortable Sharing their Issues.

(Source: Field study, 2021)

As presented in the above figure 4.6, 81% of the students responded to the claim that sometimes they are not comfortable sharing their issues with others. Nevertheless, 19% of the respondents indicated that they are always comfortable sharing their issues with others, as a result of this finding, this is indicative that students don't trust the counseling personnel's and hence eradicating indiscipline cases becomes difficult. This finding is consistent with that of Chitra (2021), who discovered that many African students are not open to sharing their concerns with others, which could be due to the widespread culture of silence among Africans. This is an invitation to guidance and counseling facilitators that they need to come up with better ways to approach students who are not open to sharing their concerns**.**

4.4. Information on the effectiveness of positive reinforcement techniques in reinforcing discipline

Positive reinforcement technique is a motivational factor in matters dealing with discipline. This section presents responses on the effectiveness of positive reinforcement techniques. For

each statement, the researcher employed the mean on a measurement scale which were "Yes" or "NO". The statements are analyzed and presented in tables and figures as shown below.

4.4.1. I am often rewarded when I do something good.
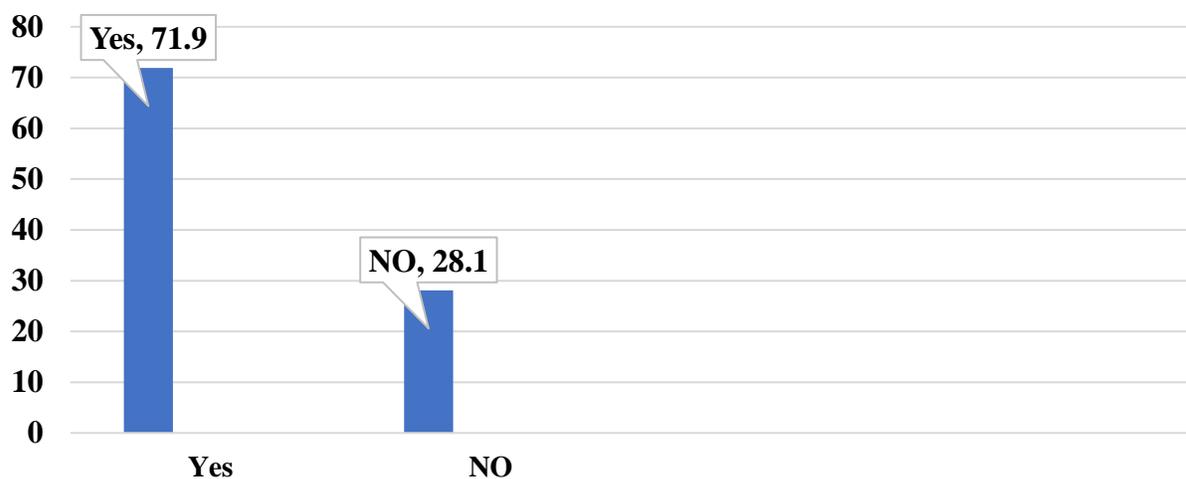
Figure 4. 7: Students' Responses on whether they are Often Rewarded when they Do Something.

(Source: Field study, 2021)

The above figure presents findings which is students' responses on whether they are often rewarded when they do something good. 71.9% agreed with this claim, while 28.1% responded that they are not often rewarded when they do something good. The researcher found out that the majority of the students get rewarded when they do something good, which serves as one of the techniques of reinforcing discipline among students, as mentioned by Teachmint (2021) who affirmed that when students are rewarded for good behavior, they tend to put on their best behavior all the time. Hence, rewards serve as motivating factors, and thus discipline in this context can be realized.

4.4.2. Teachers and my colleagues recognize my efforts by saying thanks to me.

Table 4. 8: Students' Responses to whether Teachers and their Colleagues Recognize the Effort made by saying "Thank you".

Responses	Frequency(f)	Percentage (%)
Yes	91	65.5
NO	48	34.5
Total	139	100.00

(Source: Field study, 2021)

As presented in the above Table, 65.5% of the students' respondents responded "yes" to the assertion that teachers and their colleagues recognize their efforts by saying thanks to them. On the contrary, 34.5% indicated "No" to this assertion, which means that teachers and their colleagues do not recognize their efforts by saying "Thank you." This finding shows that when efforts of the students are recognized by their teachers and colleagues, is another means of reinforcing discipline, as echoed by the Human Right Watch (2021). This Therefore becomes an automatic means of instilling discipline among students in public secondary schools and as a result, acknowledging the learner's work is a crucial tool to be adopted for effective positive reinforcement.

4.4.3. Teachers don't recognize learners' efforts during the teaching and learning process.

Table 4.9: Students' Responses to whether the Teachers Recognize their efforts or not.

Responses	Frequency(f)	Percentage (%)
Yes	39	28.1
NO	100	71.9
Total	139	100.00

(Source: Field study, 2021)

Infographics (2015) argues that when teachers recognize students' efforts during teaching and learning process a cordial relationship is cultivated between students and the teachers amounting to mutual respect. The table above indicates that, 28.1% claim that their teachers do not recognize their effort whereas on the contrary 71.9% indicated that their teachers recognize their effort. This shows clearly that students have a positive attitude toward their teachers which serves as a living tool for maintaining discipline.

4.4.4. The number of times a teacher rewards a student for correctly answering a **question.**

Table 4.10: Students' Responses to how often they are Rewarded by their Teachers.

Responses	Frequency(f)	Percentage (%)
Every time	11	7.9
Sometimes	60	43.2
Not at all	68	48.9
Total	139	100.00

(Source: Field study, 2021)

The above table presents findings on how often students are rewarded when they answer questions correctly. 7.9% indicated "Every time" which means that each time they answer questions correctly they are rewarded. 43.2% indicated "Sometimes" which means that not all the times that teachers reward them when they answer questions correctly and finally 48.9% indicated "Not at all" which means that teachers do not reward them. Based on this finding, the researcher found that the majority of the students were not rewarded by their teachers, and this may impact students' attitudes towards the subject in questions. This may as well eventually lead to lack of motivation and less attention towards their teachers.

4.5. Information on the Effectiveness of Alternative Disciplinary Measures

Alternative disciplinary measures a substitute of better ways of dealing with discipline. This section presents responses on the effectiveness of alternative disciplinary measures. For each statement, the researcher employed the mean on a measurement scale ranging from "strongly agreed" to "strongly disagreed". The statements are analyzed and presented in tables and figures as shown below.

4.5.1. There are other substitute methods of instilling discipline without using a cane.

Figure 4. 8: Teachers' responses on whether there are other substitute methods of instilling discipline without using a cane
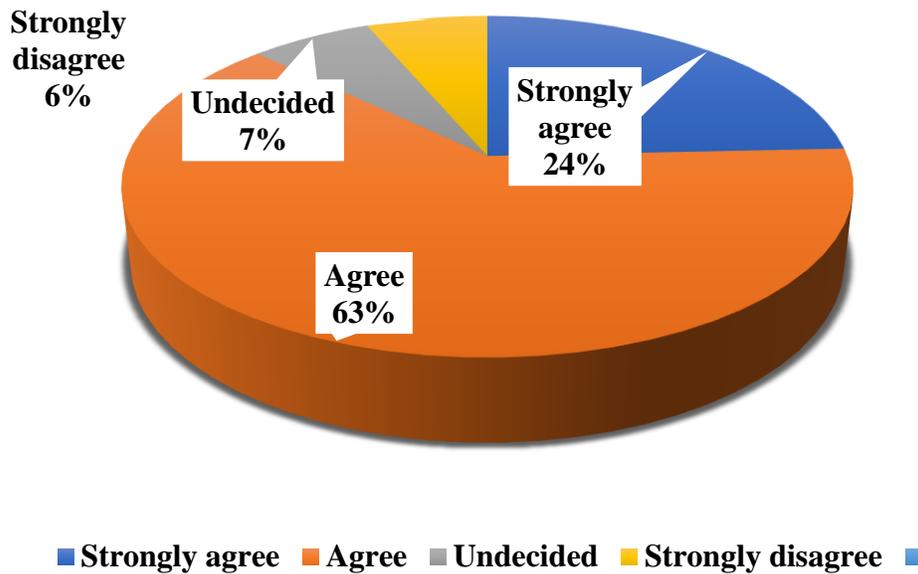
Figure 4. 8; There are other substitute methods of instilling discipline without using a cane.
(Source: Field study, 2021)

As depicted in the figure above, 24% of teachers strongly agreed that there were other substitute methods of instilling discipline without using a cane, 63% agreed with the statement, and 7% responded that they were not sure. On the contrary, 6% strongly disagreed with the same statement. This finding is clearly showing that there are alternative ways of instilling discipline among students apart from using a cane. This therefore a certain that the number of students who drop out form school in the long run due to indiscipline cases can be minimized.

4.5.2. The alternative disciplinary measures technique plays a vital role in achieving school regulations

A bar chart titled with the following categories and values: Strongly agree 31.3%, Agree 50%, Undecided 6.3%, Strongly disagree 12.5%. The y-axis ranges from 0 to 60.
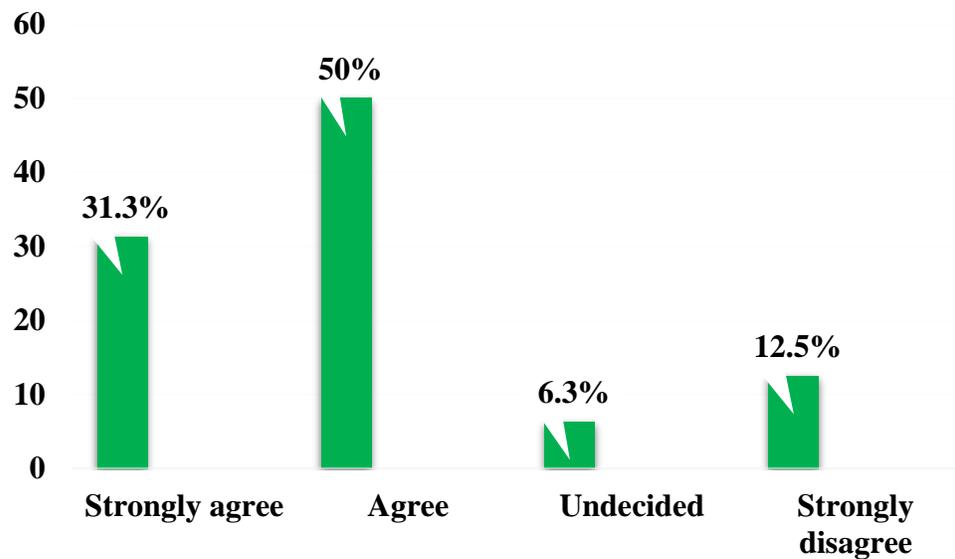
Figure 4. 9: Teachers' responses to whether alternative disciplinary measures techniques play a vital role in achieving school expectations.

(Source: Field study, 2021)

Each school category has its own expectations based on their school vision, mission and motto, which play a vital role in matters pertaining to discipline. The above figure presents findings on teachers' responses on whether alternative disciplinary measures techniques play a vital role in achieving school expectations. The responses were as follows: 31.3% strongly agreed with the affirmation, 50% agreed, while 6.3% of the teachers were neutral. On the other hand, 12.5% strongly disagreed with the affirmation. This finding clearly demonstrates that alternative disciplinary measures techniques play a vital role in achieving school expectations, which corresponds with Phliswa (2013) who mentioned that alternative disciplinary measures such as guidance and counselling play a vital role in instilling discipline in schools.

4.5.3. The alternative disciplinary measures are effective and have been adopted in this school.

Table 4.11: Teachers' Responses on whether the Alternative Disciplinary Measures are effective and Adopted in their School

Scale of measurements	Frequency (f)	Percentage (%)
Agree	7	43.8
Undecided	3	18.8
Disagree	3	18.8
Strongly disagree	3	18.8
Total	16	100.00

(Source: Field study, 2021)

As stipulated in table 4.11, 43.8% of teachers agreed that alternative measures adopted in their school are effective; 18.8% were not sure of what to say, another 18.8% disagreed with this statement, while another 18.8% strongly disagreed with the same statement. The findings of this analysis show that the alternative disciplinary measures adopted in schools in Dagoretti Sub-County are effective.

When alternative measures are adopted they yield a positive result which is a sign that discipline can be kept at fingertips.

4.5.4. The use of a cane does not assist students in changing their negative attitudes.

Table 4.12: Teachers' Responses on whether the use of a Cane does not assist Students in changing their Negative Attitudes

Measurement scales	Frequency (f)	Percentage (%)
Agree	5	31.3
Undecided	4	25
Disagree	3	25
Strongly disagree	3	18.8
Total	**16**	**100.00**

(Source: Field study, 2021)

As stipulated in the above table, 31.3% of teachers agreed that the use of a cane does not assist students in changing their negative attitudes, 25% were not sure of what to say, 25% disagreed with the statement while 18.8% strongly disagreed with the same statement. The result of the finding depicts that majority of the teachers are of the opinion that the use of a cane does not assist students in changing their behaviors. This finding is in line with that of Larzelere and Kurn (2016) who found out that the use of a cane does not instill discipline in students but rather inflict injuries on them.

4.5.5. The Disciplinary Measures of which teachers find appealing.

Table 4.13: Teachers' Responses to the Disciplinary Measures that appeal to them.

Responses	Frequency (f)	Percentage (%)
Picking litter	2	12.5
Parental involvement	6	37.5
All the above	7	43.8
None of the above	1	6.3
Total	**16**	**100.00**

(Source: Field study, 2021)

Table 4.13 presented data analysis of teachers' responses to the types of alternative disciplinary measures that appeal to them. 12.2% of the teachers indicated picking up litter, 37.5% indicated parental involvement, and 43.8% indicated that all the options presented by the researcher were good for them. On the other hand, 6.3 % of the teachers indicated that none of the options presented by the researcher were appealing to them. The finding shows that a greater number of teachers were in support of all the options presented by the researcher, which were: picking up litters and parental involvement, were good alternative measures that can be used in instilling discipline in students, which is a sign of effective disciplinary measures adopted in Dagoretti Sub-County secondary schools.

4.6. Information on setting rules and regulations in reinforcing discipline.

Setting rules and regulations acts as reminder to the oneself on self-discipline. This section presents responses on the effectiveness of setting rules and regulations in reinforcing discipline in schools. For each statement, the researcher employed the mean on a measurement scale

which were "Yes" or "NO". The statements are analyzed and presented in tables and figures as shown below.

4.6.1. Setting clear and consistent rules can help reduce indiscipline cases in our school.

Table 4.14: Teachers' responses to Whether Setting clear and Consistent Rules can help reduce Indiscipline Cases in our School.

Responses	Frequency (f)	Percentage (%)
Yes	16	100.00
Total	**16**	**100.00**

(Source: Field study, 2021)

Table 4.14 illustrated that all teachers indicated "Yes" to the assertion that setting clear and consistent rules can help in reducing indiscipline cases in their various schools. These findings correspond with Human Rights Watch (2021) who mentioned that clear rules and regulations by the school administration can help reduce cases of indiscipline in schools because every person will know what is expected of him or her. Indeed, based on the finding it is clear that teachers in Dagoretti Sub-County secondary schools, have basically cultivated the relevance of setting clear rules and regulations.

4.6.2. Students imitate a teacher who is a role model.
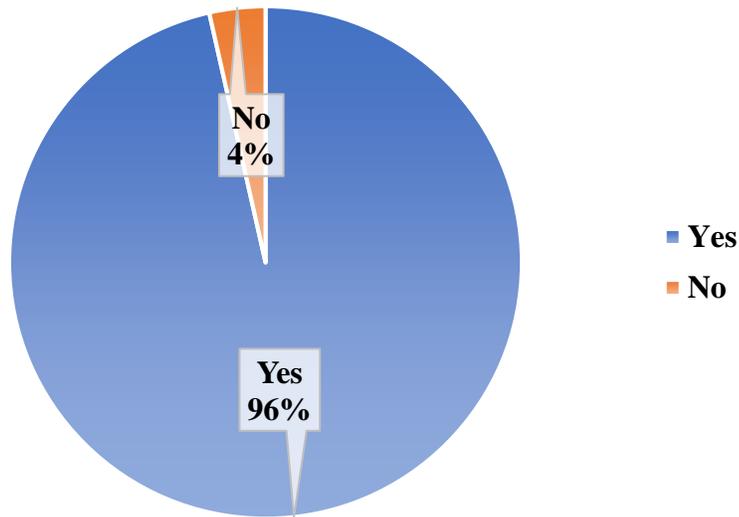
Figure 4. 10: Teachers' Responses on Whether Students Imitate a Teacher who is a Role model

(Source: Field study, 2021)

Figure 4.10 presents teachers' responses to whether students imitate them as their role models.

The result of the analysis is depicted as follows: 96% indicated "Yes" while 4% indicated

"No".

The finding of the results shows that students imitate teachers as role

models. The conclusion is that when students imitate teachers they will live a discipline life

since they have an awareness in their minds about walking the talk or being a role model

significantly improving in matters pertaining discipline if this is equally done by their

teachers.

4.6.3. Teachers should exercise patience and learn to listen to students' reactions rather than jumping to conclusions.

Table 4. 15: Teachers should exercise Patience and learn to listen to Students' reactions rather than jumping to conclusions.

Responses	Frequency (f)	Percentage (%)
Yes	16	100.00
Total	**16**	**100.00**

(Source: Field study, 2021)

As stipulated in table 4.15, all teachers indicated "Yes" to the assertion that teachers should exercise patience and learn to listen to students' reactions rather than jumping to conclusion. This enables them to be aware why students behave in the way they do. With the realization that teachers pay attention their positive attitude towards teachers get much better and more improved to an extend of improving discipline wise without un necessarily using the cane.

4.6.4. Disciplinary measures will be more effective if the teacher makes clear his or her expectations at the beginning of the term.
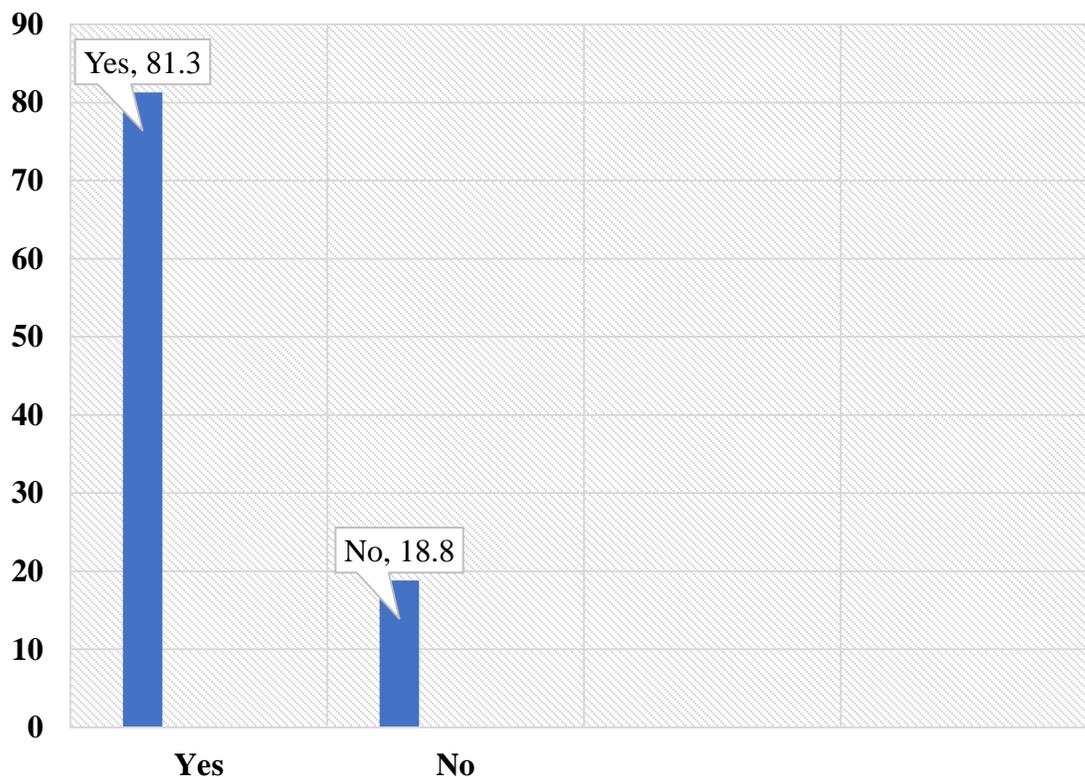
Figure 4. 11: Teachers' responses to whether disciplinary measures will be more effective if the teacher makes clear his or her expectations at the beginning of the term.

(Source: Field study, 2021)

As stipulated in the above figure, which presents finding on teachers' responses, disciplinary measures will be more effective if the teacher sets his or her expectations at the beginning of the term. 81.3% indicate "Yes" to this claim, which means they have agreed with this statement. On the contrary, 18.8% indicated "no," which means they disagreed with the statement. The finding clearly shows that the majority of the teachers are of the opinion that disciplinary measures will be effective if they make their expectations known to the students at the beginning of the term. This finding agrees with that of Agesa (2015) who stated that in order to

avoid conflicts between teachers and students, teachers should always make their expectations known to students on time.

4.6.5. Constant reminding and posting expectations on the noticeboard are helpful and advocate for changes.

Table 4.16: Teachers' Responses to whether constant Reminding and Posting expectations on the notice board are helpful and advocate changes.

Responses	Frequency(f)	Percent (%)
Yes	14	87.5
No	2	12.5
Total	16	100.0

(Source: Field study, 2021)

Table 4.15 demonstrated that 87.5% indicated "Yes" to the assertion that constant reminding and posting expectations on the notice board are helpful and advocate changes. On the contrary, 12.5% indicated "No' which means they are not in support of the affirmation statement. However, the finding clearly shows that the majority of the teachers are of the opinion that posting expectations on the notice board can advocate changes in students. The researcher found that constant posting of those expectations serves as a memory bank for both teachers and students, since studies conducted by Agesa (2014) revealed that posters help the students often remind students what they are expected to do.

4.7. Students opinion responses

In this section, the researcher sought the opinion of students on information about the effectiveness of guidance and counselling in reinforcing discipline. Data was analyzed in qualitative form and summarized under the following.

4.7.1. Counselling should be done in such way that it will become conducive and well-done

A good number of students were of the opinion that for counselling to be effective in schools, counsellors must be well trained. This means that only professional counsellors should be allowed to offer guidance and counselling services in school. Similarly, the majority of the students also indicated that there should be confidentiality in counselling and also counsellors should create a conducive atmosphere where counselees can express themselves freely without fear.

Consequently, majority of the students were with the opinion that counselling in schools should be done on regular basis. This means that the school authority should create more time for counselling session so as to enable students share their concern regularly.

Furthermore, a good number of students were also of the opinion that for counselling to be conducive and well-done, students should be more open in sharing their concerns with the counsellors in order to be helped

Finally, the majority of the students also mentioned that students should be given the opportunity to counsel each other because they are more open and comfortable among themselves.

The researcher concludes that if all these suggestions outlined by the students are put in place, guidance and counselling in schools will be more effective as one of the main alternative measures of reinforcing discipline among students.

4.8. Teachers' opinion responses

This section presents teachers opinion responses on the effectiveness of alternative disciplinary measures as well as information on setting rules and regulations which helps in reinforcing discipline. Data was analyzed in qualitative form and categorized into the followowing themes.

4.8.1. Alternative disciplinary measures which are applicable in the schools

The result of the findings indicates that the majority of the teachers were with the opinion that guidance and counseling should the main alternative disciplinary measure apart from the suggestions made by the researcher. Similarly, a good number of teachers were of the opinion that in order to ensure discipline is well maintained on a higher-level reward should be given to those students who have exhibited good behavior in order to motivate them and encourage others.

Finally, a good number of teachers mentioned that the defaulting students should be assigned work like to clean classrooms or s work in the school farm rather than other measures that could inflict injuries on them.

4.8.2. Setting clear and consistent rules and regulations to be followed by the students.

setting clear and consistent rules to be followed by the students is beneficial in reinforcing discipline, since they get to know the required expectations. Consequently, abiding by them thereby reducing cases of indiscipline.

Similarly, a good number of teachers mentioned that setting clear and consistent rules helps in improving the academic performance and this prevents them from engaging in in in disciplinary acts that may prevents them from studying

.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0. Introduction

This chapter summarizes the findings of the study and make conclusions based on the research objectives and questions. Recommendations on the effectiveness of alternative methods of reinforcing discipline among students in Dagoretti Sub-County, Nairobi County have also been made. Finally, suggestions for further research studies were made as well.

5.1. Summary of the findings

The research objectives were to explore the effectiveness of guidance and counseling in reinforcing discipline, to examine the effectiveness of positive reinforcement techniques in reinforcing discipline, to investigate the effectiveness of alternative disciplinary measures, and lastly, to survey the effectiveness of setting rules and regulations techniques in reinforcing discipline is Dagoretti Sub-County secondary schools.

A descriptive survey design was used in this study. The sample of this study was selected using stratified simple random sampling. The sample consisted of two schools and 161 respondents. 145 were students and 16 teachers from a girl boarding school and a mixed boys and girls boarding school. The research instruments used included questionnaires for students and teachers.

Data collected were analyzed using SPSS and presented in terms of frequency and percentage tables together with graphs

The study established that there were alternative measures of reinforcing discipline. The researcher found that the majority of the respondents were female. Majority of the student's

respondents were from form one where as majority of the teachers had 1-5 years teaching experience implying that they have an excellent grasp of indiscipline matters. The study found that guidance and counseling is more preferable as a measure of alternative method of reinforcing discipline. It was also revealed that reward is necessary in instilling discipline together with setting with setting clear and consistent rules and regulations.

5.2. Conclusion

Based on the findings, the researcher concluded that other means of instilling discipline should be applied rather than using a cane. These are guidance and counselling, positive reinforcement technique, setting rules and regulations as is expected per school vision, mission and motto.

5.3. Recommendation

Based on the findings, the following recommendation to students, teachers, school administration, parents, and the Ministry of Education should be implemented.

5.3.1. Students

Learners should not be preoccupied with any type of punishment they receive from the school. They are required to have a positive attitude towards their teachers; they should also remember that the school administration always works hard for their sake, in spite of challenges.

5.3.2. Teachers

Teachers are reminded to think beyond the box. They should always remember that everything is possible though, there are complex situations in schools such that they should think and search for the possible solutions to those issues instead of assuming that the only solution to problems is by inflicting pain. Teachers are also called to be creative and design better ways of addressing indiscipline issues that may arise from time to time.

5.3.3. School administration

Dealing with schools' disciplinary issues is sometimes challenging but teaching and non-teaching staff are advised to work together as a team in order to minimize unnecessary problems in school. they should find better ways to ease the burden of teachers whereby all the staff should be role models guiding students with humility and patience.

5.3.4. Parents

Parents should continually seek advice from professional counsellors on how best to employ disciplinary measures on their children. They should also try to study the psychological changes that occurs in the lives of their children so as to enable them to be aware of aware of which disciplinary measures to administer on their children at each stage in their lives. Parents should also express love, upon mindedness, show warmth and give their children some level of freedom while they still exercise control over them. Parents should also continually visit their children schools in order to ascertain their behaviors while they are in school.

5.3.5. The ministry of education

The ministry of education should also incorporate in the curriculum some disciplinary measures in schools and ensures that they are implemented by the school administration. They should also organize seminars and courses on discipline for students, parents, teachers and school administrators this will help equip them with the knowledge about discipline and the consequences that comes with indiscipline.

5.4. Suggestions for further studies

In order to establish effective alternative methods of reinforcing discipline in public secondary schools in Dagoretti Sub-county, Nairobi County are also affecting other parts of Kenya country wide research study should be carried out and under the following;

I) Alternative ways of dealing with indiscipline in primary institutions.

II) Alternative ways of dealing with indiscipline in private institutions.

III) In service courses, based on indiscipline issues for teacher educators.

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APPENDICES

Appendix 1: Questionnaire for Students

Marist International University College

P.O Box 24450-00502

Nairobi-Kenya

October 2021

Dear respondent,

My name is Duhirwe Jean Népomscène, a student at Marist International University College, a constituent college of the Catholic University of Eastern Africa with the registration number B. Ed/519/18/19. I'm doing research on the **effectiveness of the alternative methods of reinforcing discipline among students in public secondary schools in Dagoretti sub-county, Nairobi County.** I would be grateful if you filled out the questionnaire. The information you provide will be kept confidential and only be used to complete this research study. Data gathered will be presented in aggregate and no individual respondent or school will be identified.

SECTION A: Demographic information

(Please tick [✔] in the appropriate box)

1. Gender: Male [   ] female [   ] Other[   ]

2. What is the status of your school?

    Day/Boarding mixed [   ] Boarding Boys [   ] Boarding girls [   ]

3. Form   One [   ] two [   ] three [   ]

SECTION B: Information about the effectiveness of guidance and counseling in reinforcing discipline.

Instruction: In each of the statements below, please tick [✔] in the appropriate box whether you; **Strongly agree** (SA), **Agree** (A), **Undecided** (U), **Disagree** (D), **strongly disagree** (SD).

No.	Statements	SA	A	U	D	SD
4	Guidance and counseling play an important role in our school.					
5	The personnel for guidance and counseling are very committed.					
6	We need more time for guidance and counseling.					
7	The facilitator is skilled and competent.					
8	The parents appreciate the help I receive from the school.					

Instructions: put a tick [✔] in the appropriate space to indicate your answer by **Yes or No**

	Questions	Yes	No
9	The guidance and counseling, I receive from this school, help me overcome personal challenges		
10	In our school, there aren't many incidents of drug addiction or sexual immorality.		
11	Sometimes, I'm not comfortable sharing my issues		

12. In your opinion, how do you wish counseling to be in such a way that it becomes conducive and well-done?

a) …………………………………………………………………………….

b) …………………………………………………………………………..

SECTION B: Information on the effectiveness of positive reinforcement techniques in reinforcing discipline.

(Please tick [✔] in the appropriate box)

13. I'm often rewarded when I do something good. Yes ☐   No ☐

14. Put a tick [✔] in the appropriate space to indicate your answer by **Yes or No**

	Questions	Yes	No
15	Teachers and my colleagues recognize my effort by saying thanks to me.		
16	The teacher doesn't recognize my effort.		

17. How often does the teacher reward you when you correctly answer questions?

Every time ☐   sometimes ☐   Not at all ☐

Thank you very much!

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

<div align="right">

Marist International University College

P.O Box 24450-00502

Nairobi-Kenya

October 2021

</div>

Dear respondent,

My name is Duhirwe Jean Népomscène, a student at Marist International University College, a constituent college of the Catholic University of Eastern Africa with the registration number B. Ed/519/18/19. I'm doing research on the **effectiveness of the alternative methods of reinforcing discipline among students in public secondary schools in Dagoretti sub-county, Nairobi County.** I would be grateful if you filled out the questionnaire. The information you provide will be kept confidential and only be used to complete this research study. Data gathered will be presented in aggregate and no individual respondent or school will be identified. Please respond to the questions by ticking (✔) or by filling in the blank spaces with the appropriate answers.

Section A: Demographic information

(please tick[✔] in the appropriate box)

1. Gender: Male [   ] female [   ] Other[   ]

2. What is the status of your school?

    Day/Boarding mixed [   ] Boarding Boys[   ]Boarding girls [   ]

3. How many years have you taught in this school?

1-5[ ] 6-10 [ ] 11-15[ ] 16 years and above [ ]

SECTION B: Information on the effectiveness of alternative disciplinary measures.

(Please tick [✔] in the appropriate box)

No	Statements	SA	A	U	D	SD
4	There are other substitute methods of instilling discipline without using a cane.					
5	The Alternative Disciplinary Measures technique plays a vital role in achieving school expectations.					
6	The alternative disciplinary measure is effective and adopted in this school.					
7	The use of a cane does not assist students in changing their negative attitudes.					

Please tick [✔] an alternative disciplinary measure listed below which appeals to you.

8) Digging the flower beds ☐

9) Picking litter ☐

10) Parental involvement ☐

11) All the above ☐

12) None of the above ☐

13) Suggest other alternative disciplinary measures which could be applicable in this school.

i) ……………………………………………………………………………………

ii) …………………………………………………………………….

SECTION C: Information on setting rules and expectations helps in reinforcing discipline

Instruction: put a tick [✔] in the appropriate space to indicate your answer by **Yes or No.**

	Questions	Yes	No
14	Setting clear and consistent rules can help reduce indiscipline cases in our school.		
15	Students imitate a teacher who is a role model		
16	Teachers should exercise patience and learn to listen to students' reactions rather than jump to conclusions.		
17	Disciplinary measures will be more effective if the teacher makes clear his or her expectations at the beginning of the term.		
18	Constant reminding and posting expectations on the notice board are helpful and advocate changes.		

16) According to you, what are the benefits of setting clear and consistent rules to be followed by a learner?

i) …………………………………………………………………………………

……………………………………………………………..

ii)…………………………………………………………………………………

……………………………………………………………

Thank you very much!

APPENDIX III: AUTHORIZATION LETTER FROM THE SCHOOL

MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)

Constituent College of the Catholic University of Eastern Africa

Langata Road, P. O. Box 24450 Karen, 00502, Nairobi

Phone: +254-20-2012787/2012797; Mobile: +254-725 071 089

Email: dpacademic@miuc.ac.ke

OFFICE OF THE DEPUTY PRINCIPAL ACADEMICS

Our Ref: MIUC/10/RA/01/22

10th January 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RESEARCH AUTHORIZATION
Re: Duhirwe J. Nepomscene.

I wish to confirm that the above-named student with the Matriculation No. B.Ed./519/18/19 is an undergraduate student at Marist International University College, studying in the Department of Education. He is expected to conduct research for his degree program entitled "*Effectiveness of the Alternative Methods of Reinforcing Discipline Among Students in Public Secondary Schools in Dagoretti Sub-county, Nairobi County*".

The research is a mandatory academic requirement for the attainment of the Bachelor of Education Degree. Therefore, the findings of this study are not included for any other purposes or for public broadcast other than aforementioned.

The above student will observe with utmost confidentiality any information to be obtained during this research from all offices and sources consulted.

Please, avail him any information and pertinent assistance he may request in this regard. Thank you in advance.

Yours faithfully,

Rev. Br. Moses Fegher, Fms
Deputy Principal Academics.

1 1 JAN.2022

MIUC Core Values: *Love of God and neighbour, Respect for human life, lawful authorities and colleagues, Concern for the poor, Integrity, Generosity, Leadership, Patriotism, Love for work, Sensitivity to the environment, Self-discipline*