Teachers" perception on the Effectiveness of Students" Discipline in Secondary Schools in Kajiado County, Kenya

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ABSTRACT

Corporal Punishment was outlawed in Kenya in line with the Children's Act of 2001. Consequently, alternative forms of discipline were recommended in our Schools. The purpose of this study was to investigate teachers' perception on the effectiveness of the forms of alternative discipline used in Kajiado County, Kenya. This study was guided by the following objectives: Teachers' perception of the effectiveness of alternative forms of discipline; exploration of challenges that teachers face in administering these forms of discipline in Kajiado County. This study comprised all public secondary school teacher counsellors, and disciplinary Committee teachers. Twenty participants were selected using purposive sampling technique. Qualitative research approach, and phenomenological design were used in this study. Data was generated using a structured interview guide, and analyzed thematically. Verbatim analysis was used to report direct quotations from the statements made by the participants to capture their strong feelings about the phenomenon. The study revealed that alternative forms of discipline were effective in behavior modification. This study also found out that, lack of counseling rooms, uncooperative teacher attitude, an overloaded curriculum, inconsistence in disciplining students, blurred role of teacher counsellor, and untrained teacher counsellors were challenges that schools faced in the implementation of alternative forms of discipline in schools. Teachers suggested that workshops should be conducted to make them aware of the alternative forms of discipline. The findings of this study will be useful to head-teachers, teachers and policy makers in education in terms of formulation of policy guidelines.

Introduction
Background

The Government of Kenya ratified the convention on the Rights of the Child and passed the Children Act in March 2001. Consequently, the Ministry of Education banned the use of corporal punishment in Kenyan schools (Ochieng 2001). The United Nations Educational, Scientific and Cultural Organization (UNESCO) carried out a study in 1999 on corporal punishment in Kenyan schools which revealed that the effect of corporal punishment in Kenyan schools had reached dangerously levels, resulting in increasing cases of drop-out, and deaths Thus, recommended the ban of this form of punishment. Therefore, the ban of corporal punishment in Kenya was in line with international protocol.

The Ministry of Education in Kenya encouraged teachers to employ Guidance and Counseling as a first step in the disciplinary process. The Catholic Church in Kenya supported this ban and argued that it was not a panacea to indiscipline problems in schools. It noted that whatever the behavior, caning was not the cure, instead it instilled fear among learners. Moreover, learners should be taken through sessions of human growth so as to help them decipher and discern right from wrong (Kamau, 2004).

Since time immemorial, corporal punishment has been an integral part of maintaining discipline for young people,

particularly in schools. According to Okumbe, (1998) the old scheme of discipline seemed to be based on the idea that the child is naturally bad and that this behavior must be controlled. The child's nature was thought to be evil and this evil was to be dealt with ruthlessly. This approach concurs with the Biblical teaching that admonishes the adults; "Do not withhold the cane from a child; if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death" (Proverbs 23: 13 - 14).

The ban on corporal punishment was however, opposed by many voices, some quite authoritative in opposing this move, for example some parents claimed that shelving the cane is contradictory to their culture and tradition. Moreover, Education practitioners regarded this ban as a recipe for indiscipline (Ligale, 2006). Members of parliament advocated for the reintroduction of the cane to restore discipline in Kenyan schools. This was similar to the call by secondary school head teachers during their annual conference in Eldoret in July 2001 who agonized over the trend of indiscipline in schools, and blamed the Ministry of Education for taking away the cane without consulting them. The current situation in Kenya's education system has been hit by a wave of indiscipline among students which is escalating rapidly with notable strikes, bullying, arson cases in schools, vandalism of school property, general refusal to follow school

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rules and regulations as well as increasing alcoholism (Okwany, 2016).

Kamau (2015) reported that high school students from Murang'a County were found smoking bhang and engaging in sex in a bus enroute to Nairobi city. It took the intervention of law enforcement officers to apprehend them. Citizen Television (August 2015) reported that when the students were called back to school, teachers were not able to handle them. Interestingly, their parents protested when these students were expelled. They said that they had paid fees, and had the right to have their children remain in the school. This leaves teachers helpless and do not know what form of discipline they can employ in such a situation. Senate speaker Ekwe Ethuro and the Kenya Union of post primary Education Omboko Milemba proposed the reintroduction of caning to instill discipline. However, the Kenya National Union of Teacher, secretary general Wilson Sossion warned that the cane might abuse students' rights (Okwany, 2016). Kahn (2000) stated that if more teachers were trained on how to administer alternative methods they would effectively dealing with the troublesome students. Teachers would no longer feel powerless and would l have control of students in their classes. He further, said that the training of teachers should be based on the use of non- aversive but effective techniques of student control.

Previous studies have revealed varied results regarding alternative forms of discipline. Reiner (2009) study found out that the teacher perceptions of the role and tasks of school counselor might differ from those laid down by a professional school counseling association, suggesting that fundamental differences exist between the counseling and teaching professions perspectives on guidance and counseling in schools. Corey (1991) reported that effective peer counseling is characterized by quality leadership, excellence in training and consistent supervisor. Westergaard (2012) study on effectiveness of counseling on students' disciplines in secondary schools in Britain revealed that schools with effective guidance and counseling programmes reduced. indiscipline cases. Counseling in schools led to reduction in psychological stress and helped students to move towards their personal goals. Moyo(2015) sought to determine the consistency between the disciplinary practices in the schools and the principles of the alternative to corporal punishment strategy. This study reported that there were inconsistencies between the disciplinary practices in the schools and the principles of alternative forms of punishment. Businei (2012) sought to find out the alternative methods teachers used instead of corporal punishment and the efficacy of these methods on managing students' behavior. This study revealed that rewarding good behavior/praising the learners, and guidance and counseling were alternative methods of discipline. However, they reported that these methods were less effective compared to corporal punishment. Due to inconsistencies, and the scarcity of studies on this phenomenon in Kenya, the current study sought to explore the lived experiences of teachers in administering alternative forms of discipline in schools in Secondary schools in Kajiado country.

Research Objectives

The study was guided by the following:

1. To identify the various forms of alternative methods of discipline used in Kenya.

2. To investigate the teachers' perception on the effectiveness of the alternative forms of discipline used in Kenya.

3. To find out the challenges the teachers face in administering discipline by using the alternative methods.

Research Design

Phenomenological research design was used in this study. The researchers investigated the lived experience of teachers using alternative forms of discipline. This design was employed because it is used to gather in depth information from participants through inductive and qualitative methods such as interviews, particularly direct quotations from the statements made by these participants that captured their feelings about this phenomenon. Verbatim transcription was used to convert spoken word into text such that a message is captured exactly the way it was spoken. This requires a keen ear and attention to detail. Verbatim transcripts cannot be created by mindlessly listening and typing. One has to pay close attention to every sound, tone, word and make intelligent use of punctuation to convey the correct message (Khan, 2000).

Phenomenological design is good at surfacing deep issues and making the participants voices heard. Moreover, since teachers are the ones who have lived these experiences, this research design was found to be very useful. Phenomenological design is interested in the individual experiences of people. It usually involves long, in-depth interviews with subjects, and researchers interview the participants several times to get a full picture of their experience regarding the phenomenon. This provides a very rich and detailed description of the human experience. This design was used to investigate teachers" perception of the effectiveness of the alternative forms on students' discipline in Secondary schools in Kajiado county. The design was appropriate in this study because it was used to illuminate the specific and to identify the phenomena through which they are perceived by the actors in the situations.

Research Population

The study population comprised of all public secondary school Guidance and Counseling teachers and teachers from the Disciplinary Committee purposively selected. Out of 20 teachers from 10 public secondary schools, 10 were female and 10 were male teachers a ratio of 1:1.

Sample Size

The researcher selected 4 County Public Secondary Schools and 6 Sub-County Public Secondary Schools. Purposive sampling was used to select twenty (20) teachers from 10 public secondary schools, representing all the strata of secondary schools in the County. These respondents included 10 teachers from the disciplinary committee and 10 Guidance and Counseling masters/mistresses purposively selected.

The study purposively chose teachers from the disciplinary committee because the assumption is that they have more than 5 years in teaching experience. Teachers with more than 5 years teaching experience are more likely to be appointed to be in the disciplinary committee. A teacher can be employed and may immediately be assigned a duty to be a class teacher and may not know the alternative forms of disciplining students. The other assumption is that since the schools are public, the teachers are employed by the Teachers Service Commission which has its code of regulations which govern the teachers. Some of these trained teachers from the Disciplinary Committee also hold the position of the Deputy Head teacher and are responsible for the student discipline in the school.

Data Collection Procedures

Permission and authority to conduct the study was sought

from the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also sought from the Kajiado County Education Officer, the Sub-County Education Officers and the respective principals from the sampled schools were contacted by paying a courtesy call to their schools. The researchers personally visited the sampled schools and interviewed the respondents within the agreed schedule. The instructions to the participants were then repeated verbally by the researchers The researchers then administered the instruments to the participants. The researcher recruited a research assistant who was experienced in research work so as to assist in data generation. A tape recorder was used to record the interview. The researcher then serialized the responses given by the participants in readiness for analysis. The research which took one month used a structured interview guide.

Data Analysis

Mugenda (1999) noted that thematic analysis is one of the most common forms of analysis in qualitative research. Thematic analysis is an important tool in accessing the meanings and real-world experiences of interviewed participants. It emphasizes pinpointing, examining, and recording patterns (or themes) within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. These themes become categories for analysis. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Ogula, 1998).

Relevant themes and their codes in the data generation templates were identified. Patterns emerging from conversations during the interviews were developed into subthemes. During the course of interviewing, the investigators also used the emerging patterns to establish the subsequent interview questions. The steps taken in the examination were similar to those suggested by Downey (1991). The investigators listened to each audio recording of the interviews with each participant's and reviewed the associated notes taken during the respective interviews.

This initial exercise allowed the investigators to gain a general idea of each interview at the same time develop a list of major discussions and themes of each individual recording, through repeatedly replaying each interview. In the third exercise, the investigators listened to all interview recordings in order to compare the recorded data to the earlier themes on a sheet of paper.

These patterns were also recorded in a reflexivity journal which the researcher used when coding and checking for accuracy. This led to the final stage of coding, in which the researchers examined the themes that were present across all interviews. Each overlapping theme was given an additional attention and was identified through repeatedly listening to the relevant recordings, comparing the respective transcribed extracts and reviewing the researcher's field notes.

This process was repeated and the themes were clustered to form the sub-themes and finally the overarching theme. Each researcher reviewed the notes to confirm the themes and discuss the interpretation of the information. The researchers then grouped the themes in close consultation with one another in order to ensure that the items in the Interview Guide covered all the areas under investigation. Minimum

editing was carried out in the extracts to preserve the participants voices (Downey, 1991).

Ethical Considerations

The researchers first requested for a respondent's consent to participate in the study. The respondents had the option of participating or declining to the process. Confidentiality of all participants was assured at all levels of the research. A copy of the findings shall be given to Kajiado Education office and to those participants who may be interested in knowing the results of the study. The aim here was to be faithful to the participants, and to be aware insofar as is possible, of biases being brought to the inevitable editing which is needed.

Presentation

Alternative forms of discipline

This study established that the following forms of discipline are used by teachers in Secondary Schools in Kajiado County: Guidance and Counseling, School Tradition, Mentorship, Dialogue, Praising the Student, Suspension, Expulsion and Detention.

Guidance and Counseling

Participants reported that Guidance and Counseling was the most common alternative forms of discipline used in schools. Eighteen (90%) out of 20 respondents interviewed reported that they offer Guidance and Counseling services to students. The rest of the two respondents reported that they preferred to mentoring students in class. One participant who is a full-time female guidance and counseling teacher of a school reported that:

> *"My office ... has been of much help because we find out cases that would not have been revealed to any teacher or parent. I had to request that I be given few lessons in order that I carry out my work effectively. The students are counseled and after the sessions they are able to behave well."*

Another male guidance and counseling teacher reported that:

> *"Guidance and Counseling should be a process of helping an individual become fully aware of himself and the ways in which he is responding to the influences of his environment. As a guidance and Counseling teacher, I assist students to establish some personal meaning for their behavior and to develop and classify a set of goals and values for future behavior.... I have seen students benefit from the sessions..."*

The researchers note that guidance and counseling remain the most effective way of empowering the youth to be independent thinkers. However, in many schools, guidance and counseling services are only reserved for students with discipline issues. Students are sent to guidance and counseling teacher whenever they are in trouble and often against their wish. Moreover, in some cases the guidance and counseling teachers are assigned this role because they are expected to be busy all the time.

Detention

This form of alternative discipline was reported by thirteen (65%) participants. The purpose of detention as reported by the respondents is to deter inappropriate behavior and have an immediate response to such behavior.

A participant, who was a disciplinary mistress reported that:

> *"Detention modify student behavior and emphasizes understanding of the effects of their actions and the fact that their behavior impacts on the whole school community."*

Another male disciplinary master reported that:

"The detention policy in this school encourages respect for the rules and regulations of the school community. It also helps to eliminate disruptive behavior and preserve the high standard of behavior in this school. Our selected approach brings the student to a point of setting goals for behavioral improvement. Each student will write a personal goal that point to an alternate behavior to the one he or she has previously chosen. We will prompt the student to move from past mistakes and rethink old habits and actions."

Another female guidance and counseling teacher reported that:

"The detention policy in this school is devised as a means to address all issues that are most disruptive to the teaching and learning environment. These issues include tardiness, disobedience, mischief, and littering, eating or displaying food in class, loitering, lack of class materials, disrespect, disturbing class and missing classes."

Detention is the supervised retention of students beyond the regular school schedule when a teacher requests the student show improvement of behavior resulting from violation of the school rules and regulations. Franklin (1996) asserts that with detention, students need to think about how their actions affect the other person, and how other students feel when they become subjects of disrespect. By emphasizing the feeling and rights of others, this alternative form of discipline attempts to lead the students to a more emphatic and social understanding of the effects of their actions and the fact that their behavior impacts on the whole school community. Within this framework, the role of detention teacher is to reinforce the behavioral goal for each student.

This was consistent with Wilson (2002) who emphasized that during detention period, causes of misbehavior, consequences, prevention and goal setting is topics that is considered by the student. Each lesson also contains several vignettes or stories about other students who have made similar mistakes. Through reading about how others have made bad decisions, the students serving the detention is able to look at his/her misbehavior from an outsider's perspective, and understand more clearly the faulty thought process behind the unacceptable behavior.

Praising Students

This form of discipline was reported by ten (50%) participants. The rest of the teachers did not use this alternative form of discipline. One of the male guidance and counseling teacher reported that:

"Before each class, I jot down the names of 4-5 students to single out for praise. I do this as an extension of lesson planning. After the class, I engage in self-monitoring by placing a check mark next to the names of those students whom I praised at least once during the class period."

Another male guidance and counseling teacher reported that:

"We teachers are quick to notice any sign of change in behavior or an improvement in academics in a student. Students feel good when they are praised. When the student discovers that they are being helped and not being pushed away, they tend to work with the teachers and the Guidance and Counseling office."

Another female guidance and counseling teacher reported that:

"Teachers in this school have posted positive behavioral expectations around the classroom, notice boards and students' residence as a reminder for us to praise those specific behaviors whenever students act upon them. This also serves as a reminder for students to display the desired, specific, appropriate behaviors. When students behave well according to the behavioral expectations posted around the school, we praise them. They feel good and we find this very effective"

Teacher praise is one tool that can be a powerful motivator for students. Surprisingly, research suggests that praise is underused in both general- and special education (Burnett, 2001). Teachers can deliver praise in a variety of ways and contexts. For example, an instructor may choose to praise a student in front of a class or work group or may instead deliver that praise in a private conversation or as written feedback on the student's assignment or behavior.

Charles (1989) advised that, whenever possible, a teacher should determine and abide by a student's preferences for giving individual praise. This is inconsistent with Burnett (2001) who reported that it is worth noting that, while most students in elementary grades may easily accept public praise, evidence suggest that middle and high school students actually prefer private praise. So, when in doubt with older students, deliver praise in private rather than in public.

Whedall (2015) asserted that praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of students' production or output. For example, the teacher may use praise to boost the students' performance, praising effort, accuracy, or speed on an assignment. Or the teacher may single out the student's work product and use praise to underscore how closely the actual product matches an external standard or goal set by the student. Skinner (2001) observed that more than 30 years of research, has indicated teacher praise is an effective management strategy for increasing students' appropriate behavior. Further, an increase in teacher BSP- Behavior-Specific - Praise, can also improve academic outcomes for students.

When implemented consistently and correctly, Skinner. reported that BSP increases instructional time, on-task behavior, and correct academic response. It may also decrease the teacher's time spent on correcting inappropriate behaviors. This helps create a more positive and productive classroom environment, where students know the behavioral expectations. It also builds students' confidence as they receive BSP for their actions and accomplishments (Skinner, 2001).

Dialogue with the students

Dialogue was reported by eight (40%) teachers out of the twenty teachers interviewed.

One of the female disciplinary mistresses reported that:

"Tuesdays are special days in this school for the students as they get a chance to talk freely to their teachers. They are called to the dining hall at 4pm so that they can have this talk. Usually, all teachers and students gather in this hall. A teacher then brings up a concern or an issue to be discussed by both teachers and the students. Students open up and at the end of the day, everyone is happy and we keep the students' strikes at bay."

Another male disciplinary master reported that:

"Inasmuch as we encourage students to air their grievances during the class meetings and the house meetings, we do not expect them to change any of the school rules but adhere to them because rules are rules. Any student who bends the school rules face the consequences...but it depends on the nature of the indiscipline case...others we send them to the guidance and counseling office but others just need to be either suspended or expelled."

This is consistent with a study by Njenga (2004) which revealed that the amount of participation in school administration allowed in the school gave students a chance to practice democratic skills. According to Mandera (2013) lack of dialogue between the administration and students has been identified as a factor leading to indiscipline in secondary schools in Kenya. Since students are key stakeholders in schools, their participation in decision making would nurture decision making capabilities among students hence promotion of critical thinking skills in collaborative decision-making practices hence improved discipline in schools

Mentorship

Another emerging alternative form of discipline reported by six (30%) participants was mentorship.

One of the female disciplinary mistresses reported that:

"When students enroll in a high school, much of their time will be spent in school than with their parents. It is true that a lot of changes take place in the life of the students for the four years. We encourage them to have mentors. We first make them aware of who a mentor is and what to expect from a mentor. Teachers in this school are more than willing to mentor students. By the time they leave school, they develop into successful professional who are proud to associate with us."

Another male disciplinary master reported that:

"I like mentoring students. There is some sense of pride in me when students tell me that they want to become great people after school. I have enough experience because I have taught schools for sixteen years now. The students I mentored come back to thank me because I took time to mentor them..."

The notion of mentoring is ancient. The original mentor was described by Homer as the "wise and trusted counselor" whom Odysseus left in charge of his household during his travels. Athena, in the guise of mentor, became the guardian and teacher of Odysseus' son Telemachus. In modern times, the concept of mentoring has found application in virtually every forum of learning. A fundamental difference between mentoring and counseling is that mentoring is personal, as well as, professional relationship (Whedal, 2015). A mentoring relationship develops over an extended period. During which a students' needs and the nature of the relationship tend to change. A mentor will try to be aware of these changes and vary the degree and type of attention, help, advice, information, and encouragement that he or she provides. This is in agreement with Burnett (2014) who reported that a mentor takes special interest in helping another person develop into a successful person. In general, an effective mentoring relationship is characterized by mutual respect, trust, understanding and empathy.

Wanzala (2016) reported that the Kenya secondary schools' heads association chairman John Awiti in a meeting with the Education stakeholders said that "We would love an opportunity where we sit with the students and share with them the way we would like them to grow up but when the

time tables is loaded and everything has to be examined in tests, students find the school to be tense and rigid. He added that the current system forces students to study compulsory subjects which they do not need, at the expense of creating time for them to exploit their talents. "We want the subjects reduced and students given reasonable subjects so that by the time they are leaving school at 18 years of age, they already know their talents that they can use to earn a living" (Wanzala, 2016). This confirms that students do not get mentorship from teachers. It may also mean that teachers are not aware nor are they informed on how to mentor students.

Teachers' Perception on the Effectiveness of the alternative forms Discipline

Guidance and Counseling

When teachers were asked to give their perception on the effectiveness these forms of discipline, 16 (80%) participants consistently pointed out that guidance and counseling was effective especially when the school had Guidance and Counseling office. Three teachers pointed out that they found it not effective given that they did not have a guidance and counseling office.

One of them who was a disciplinary mistress commented:

"Guidance and Counseling is effective in this school because we have a full-time counselor who is qualified. The school counselor is exempted from class work and therefore her office is open all the time for the students. The students have confidence with the school counselor because we arrange for motivational talks presented by the school counselor. Counseling students is her only duty."

Another female guidance and counseling teacher reported that:

"Guidance and counseling is one of the effective alternative forms of discipline. I am the school guidance and counseling teacher but I am not trained. We have an office. I had to learn from experience. The government should ensure that there is an office and trained guidance and counseling teachers in every school. I can confidently reveal that the students who have received my services have benefited immensely because they change their behavior and become great people in the society"

This study is consistent with Ayieko (1988) who found out that counseling is more effective than punishment as it makes students feel closer to the teacher, thereby establishing a friendly relationship. It enables a teacher to get to the root cause of the problem through interrogation as the student has the liberty to talk and realize the danger of his disobedience. Counseling has long lasting effect and leads the students to make their own conclusions unlike corporal punishment which scares students and makes some of them run away from school. In counseling the teacher also gets more information on other areas not related to the problem itself and hence advice the students accordingly

Mentorship

Mentorship was reported to be effective forms of disciplining students. Fifteen (75%) respondents reported that they mentor students while they teach in class. The 5 teachers reported that they have never tried Mentorship as a way to discipline students. This is what a male guidance and counseling respondent said:

"I sometimes use half of my lesson to mentor students. I talk to them about career, jobs, and good morals. I find this effective because some of the

students come to my office wanting to know more about life. Mentoring gives the students a chance to look more closely at themselves, their issues, opportunities and what they want in life."

Another female guidance and counseling teacher reported that;

"From the time we invited the motivational speakers to come and speak to the students, we have witnessed a great change from the students who showed no sign of changing bad behavior. It is like they finally realize that they are studying so that they can have a bright future. We manage to invite three powerful mentors in a term."

Another female disciplinary mistress commented that;

"We usually encourage our students to freely interact with the teachers and even identify with one they feel that they can be their mentor. When we take our statistics as teachers, we realize that one teacher has about 10 students to mentor in a school of 400 students with 28 teachers. But we still mentor students collectively as we teach in class or in a students' gathering."

Another male disciplinary master reported:

"No mentor can know everything a given student might need to learn in order to succeed. Everyone benefits from multiple mentors of diverse talents, ages, and personalities. Teachers in this school are encouraged to mentor individual students depending on their judgment. They also mentor students while they carry out their duties in this school. No one benefits when a mentor is too "possessive" of students therefore, we encourage multiple mentors for students"

This is inconsistent with Lesurf (2014) who advises that good mentors are able to share life experiences and wisdom, as well as technical expertise; they are good listeners, good observers, and good problem solvers. They make effort to know, accept, and respect the goals and interest of a student. In the end, they establish an environment in which the student's accomplishment is limited only by the extent of his or her talent. Effective mentoring need not always require large amounts of time. An experienced, perceptive mentor can provide great help in just a few minutes by making the right suggestion or asking the right question.

Kimaru (2016) asserts that the mentoring sessions that are ongoing in Kenya were conceived to steer the male student to the right career path and instill in them a higher level of self-confidence. The mentors will also shape the students' discipline, and therefore bring about a behavior that ultimately reduce or completely eliminate unruliness. He says that these sessions are carried out by some of whom are Alumni of these schools and may or may not be in professional careers or even in enterprise. They find time to share experiences, lessons on life and help them transition from teenage to adult hood. He recommends that there must be a deliberate effort by parents, alumni, county government, public and private institutions to help students transition and unlock their potential of being leaders in their areas of influence while displaying confidence (Kimaru, 2016).

Kimaru. noted that the ongoing series of mentoring sessions that a number of institutions and individuals are carrying out countrywide in the Kenyan Secondary schools, can help mitigate student unrest. Studies show that mentorship help students navigate institutional bureaucracies, attain legitimacy, build social capital, enhance students'

academic skills and promote positive attitudes toward education. Students with mentors achieve higher grades and are more likely to transition to higher education.

Praising Students

Praising students was reported to be effective by ten (50%) teachers out of the 20 participants who were interviewed. The other 10 (50%) reported that they do not find time to praise the student or otherwise found this form of discipline not useful. This form of discipline was reported that students appreciate when their efforts are recognized. One of male guidance and counseling teacher reported that:

"Giving praise privately is more effective than doing it in front of the class. There are moments when public recognition is appropriate. Praising students is very effective because they feel appreciated."

Another female guidance and counseling teacher reported that;

"Small gestures of praise are powerful. Eye contact and a smile from across the room, a note folded over and left waiting on a student's desk or a note written on the exercise book is very effective. I write a note like "I knew you could do it" on the exercise book. These small commendations become a special, albeit quiet, celebratory moment. In addition, heartfelt praise has the power to motivate and change behavior."

Another female disciplinary Mistress participant said:

"Most students in this school are trouble makers. The students who are well behaved are praised in front of other students. Students who work hard and excel in their studies receive presents and have their names pinned on the notice boards. Students who spend some of their study time to help other students in subjects like Mathematics, physics, Chemistry or any other subjects are also recognized in front of other students."

Whedal (2015) asserts that in most situations, excessive praise is not effective. Praise should be sincere because when it is not, it lowers expectations and does not change behavior. For praise to be effective and ignite motivation, influence behavior and steer students toward excellence. Praise must be meaningful. It must stir something inside the student's heart that makes them want to get better.

This is in consistent with Sitiawan (2015) who says that praise will not have meaning to students if they do not deserve it. Praise should be given only when the teacher notices students doing something that is beyond the school rules and regulations. Teachers should watch for students working harder, performing better or going out of their way to help their classmates.

Dialogue with students

Dialogue was reported to be effective by five (25%) teachers out of the 20 teachers interviewed. The rest of the teachers either did not embrace this form of discipline or were not aware that this form of discipline exists. One of male disciplinary master reported that:

"Students meet in the dormitories on Saturday mornings to discuss their issues. Usually, the house teacher is always present just in case there is an issue that needs the attention of the administration. On Wednesdays, they hold the class meetings to discuss issues concerning their class work and any issue that needs the attention of the teachers concerned. Again, the class teacher has to be present. I find this very effective because the

students are given a chance to speak freely and raise matters that could eventually end in violence"

According to the Republic of Kenya (2013), students are important stakeholders in the education sector and they could effectively contribute positively to decision making activities on very key issues in schools. This could be effectively implemented during class meetings with students for collaborative decision making. Undemocratic school administration does not consider meetings as important channels of communication. This concurs with Kiprop (2012) who established that teachers adopt master/servant superior/inferior attitude in dealing with students. They rarely listened to students' grievances because they believe that they have nothing to offer.

This creates a lot of tension, stress and misunderstanding and eventually leads to frustrations and violence as manifested in strikes. This was witnessed in 2016 when student unrest resulting to arson sometimes with fatalities was reported in over 100 public boarding schools in Kenya. Measures were taken in the wake of a wave of arson attacks that destroyed property worth millions of shillings (Sitiawan, 2015).

Detention

Out of the 20 teachers interviewed if Detention is effective, 3 (15%) teachers reported effectiveness on this form of discipline while the 17 (85%) teachers interviewed reported that Detention was not an effective form of discipline.

One female guidance and counseling teacher reported that:

"Some students, especially the less serious ones who do not like staying in class view the alternative forms of discipline such as detention an opportunity to be out of class. Teachers are also disadvantaged because they give up their lessons to supervise the student."

Another male disciplinary master reported that:

"We have been using detention as an alternative form of discipline but we realized that it is not effective. We usually retain them in class when others go out for games. Most students do not enjoy going out to play and this form of discipline becomes a blessing in disguise to them. When they meet with other students, they are like heroes because the other students would have worked hard in the field."

Another female disciplinary mistress reported:

"There is no limit to the number of detentions that can be given in one day. A student who receives detention will report to the detention room at 3:00 pm. usually, the disciplinary teachers are the ones who give out the detention notice to the student. A student can receive a detention letter when, among other reasons, eats and drinks in class, or has foods displayed in the class room, any student who uses inappropriate language or inappropriate gestures to any member of staff or student will receive a detention letter, or any student found loitering in school."

According to Kelly (1997), the aim of detention is to stop unbecoming behavior from recurring. The problem with detention is that it is rarely a successful form of discipline that can eliminate bad behavior. In some cases, detention increases undesirable behaviors in students. Instead of punishing the behavior, students may be receiving positive reinforcements for bad behavior.

The participants reported that this alternative form of discipline does not make students correct behavior because they get attention from teachers, which they probably would not have obtained without misbehaving. They could also get fame among his/her peers in form of admiration for bad behavior. Such students are usually not serious with their academics. Participants reported that it becomes tricky when students are sent out of the class room because to them that is an opportunity. In most cases teachers have to be present to supervise them instead of teaching.

Additionally, unacceptable behavior can sometimes be a coping mechanism used by students who are facing challenges. These students may have been bullied by other students or have a low self-esteem Hurlock (1978). As a result, detention may serve as a negative reinforce for bad behavior as the student is able to avoid stress associated with the playground where he is bullied (Laslett& Smith, 1987). Clearly, detention is not an effective way of ensuring good behavior among students.

Challenges faced by the Teachers in administering the Alternative Forms of Discipline.

With regard to constraints several factors were highlighted as hindering the smooth administration of the various alternative forms of discipline.

Unpreparedness

Eighteen (90%) participants reported that the government did not prepare them on how to administer discipline in the schools after the ban of corporal punishment. One male who is a disciplinary master reported that:

"Sometimes you may give a letter of suspension to the student then after the two weeks; they come back with a stranger instead of the parent. At this point we wonder whether to expel the student or administer another form of discipline. Workshops should be called for teachers to share the challenges they face and hence draw a clear picture on how to handle the students should they misbehave."

As observed, the participants expressed that the introduction of the alternative forms of discipline was an important educational change which should have been clearly communicated to all the affected parties. Another challenge was that the ministry of Education did not give a clearly defined way of carrying out the alternative forms of discipline.

Lack of a counseling room

Eleven (55%) respondents reported that there were no guidance and counseling offices due to lack of funds to build counseling rooms. The rest of the respondents had Guidance and Counseling in their Schools. One female guidance and counseling teacher reported that:

"I counsel students in the staffroom because we have no counseling room. In the middle of the counseling session, a teacher comes from nowhere and starts canning the student. This in turn instills fear to the students who may be referred to me in future. Some teachers simply do not believe that counseling a student can help change the students' behavior."

A counseling room is very important for every counseling session. It enables the counselor and the student to carry out their sessions freely. They therefore use the staffroom to counsel the students. The participants therefore requested that the government should ensure that every school should have a Counseling room for effective counseling sessions.

Guidance and Counseling is not well funded, the education enterprise has become a costly venture. Enough funds are not allocated to each school to run its various services.

Where funds are available, very little is earmarked for counseling purposes in schools. For effective counseling, adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to organize activities such as Orientation, Excursions, career clubs and Career Day/Week and Furnishing a Counselor's office.

Uncooperative attitude

Uncooperative attitude was cited by eight (40%) respondents as a problem facing alternative forms of discipline. One of guidance and counseling teacher reported that:

"Some students refuse to come to the counseling session which is a disadvantage to them. The reason they give is that they fear to be intimidated by other students. We also do not have a Counseling room. The teachers also do not care to forward the students for counseling. I am a trained counselor but some teachers assume my role instead of forwarding the students to me. The students end up in a worse situation and this in turn cause them an expulsion."

The respondents reported that they did not receive enough support from the school administration to enable them render their services as the school counselor. When probed further, they reported that some teachers did not care to forward students who need counseling services to Guidance and Counselling departments for help.

Skinner (2001) reported that the worry that other people will find out about one's reasons for seeking professional help was a reason that students did not want access to guidance and counseling. The respondents shied from counseling due the fear of being teased and bullied by peers in the school. This emphasized the fact that students did not seek guidance because they might be stigmatized by others who find out or see them. This is in consistent with Burnett's (2001) observation that the fear of someone finding out limits the urge to seek career guidance. The attitude is perpetuated with rumors and gossips many holds through years of observation in school that guidance and counseling is for those who are academically weak or excessively truant.

Untrained guidance and counseling teachers

This was cited by 13 (65%) teachers. One female guidance and counselor reported that:

"I am not a trained Counselor. I just choose my words correctly when counseling the student and hope the student will change."

Another female disciplinary mistress reported that:

"I have taught in this school the longest. I have better experience that any of the teaching staff. This is why I have been acting as the Guiding and Counseling teacher for a very long time. I can say that I am satisfied with my duty as the School Counselor"

These teachers were said not to have any knowledge on how to counsel students. Despite the fact that there are many holders of higher degrees in guidance and counseling in Kenya today, not many are qualified to be real counselors because they lack the skills necessary for the practice. There is limited number of trained counselors in public secondary schools in Kajiado County, Kenya. The ones who are already trained choose to go into non- school settings like hospitals

and other organizations. They are not active in counseling the students because they lacked the skills.

The Kenya secondary school heads association confirmed that teachers were not trained on how to handle discipline cases. John Awiti, who is the current chairman of the Kenya secondary school heads association, suggested that the teacher training curriculum be reviewed to put it into line with the demands of the modern students whom he said was "complicated and restless"

An overloaded curriculum

This constraint made teachers to have little or no time for the counseling sessions with the students. This is in reference to 18 teachers who were teaching and are counselors:

One male counselor reported that:

"I play two roles, a full-time teacher and a counselor. I teach over 24 lessons a week and yet I am not paid for the extra duties. So, there is no motivation at all."

Another female guidance and counseling teacher reported that:

"The government should ensure that Guidance and Counseling teachers should be given few or no lessons at all so that they can concentrate on their Counseling work because some counseling sessions need a lot of time and input."

These findings are in consistence with Mwangi's (2002) views who argues that Counseling teachers should not be overworked. The administration should support the teacher counselors by giving the few lessons to enable them to efficiently carry out the counseling sessions. Blurred role of the guidance counselor:

This was reported by four (20%) participants. One male guidance and counseling teacher reported that:

"Some teachers seem not to understand the role of a guidance and counseling teacher. Because we do not have a counseling office in this school, we use the staffroom. Instead of teachers referring the students to me, they take up my role yet I am a trained counselor who knows how to handle students."

Another female disciplinary mistress reported that;

"Our school counseling teacher is very confidential with students' cases yet we still see the student on the wrong. Sometimes we wonder whether to send a student home or still give the school counselor time in order to help the student change their behavior."

Several people in the society today do not know the specific roles of the counselor. Even in the school settings, where awareness is expected to be high, school personnel such as teachers and principals misconstrue the functions of counseling teachers. School counselors need to do more to educate stakeholders about confidentiality in their work. The debate on the interaction and dynamics between teachers and school counselors over the sharing of information and confidentiality issues is an ongoing one. The findings in this study support further research especially in exploring the views of both the teachers and school counselors in relation to the need for disclosure and the impact that this demand will have on the working relationship of both professionals.

School counselors and teachers should develop a greater understanding of each other's work in order to pave way for closer collaboration.

No uniformity in disciplining students:

Ten (50%) participants reported that parents have given their consent by signing that a cane should be used to

discipline the students. A participant, a disciplinary master, who had over 20 years of teaching experience, reported that:

"I have been to several schools teaching. In the schools where the parents gave consent to the teachers to use a cane, students behaved well. Guidance and counseling were implemented only when the student was consistently found to be on the wrong. There is no uniformity in disciplining students in Kenya and this may be the reason why we see undisciplined cases are on the rise."

Basic Education Act (section 36) outlaws' physical punishment and mental harassment, and prescribes a fine not exceeding 100,000 Kenya Shillings or 6 months imprisonment for offenders. The Act states that no pupils shall be subjected to torture, cruel and inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. The government stated laws but did not prepare teachers on how to handle indiscipline students was reported not to be effective by nine participants.

The guidance and Counseling teachers also lacked commitment towards participatory administration which was manifest through double standards.

Need for workshops

The participants were asked to make suggestions on what the teachers should do to improve discipline in schools. Fifteen (75%) respondents posited the need for the workshops to be called for. One guidance and counseling of them commented:

"First, the government should ensure that there are enough teachers in every school. They should also make sure that there is a trained Guidance and Counseling teacher in every school. The Ministry of Education should see to it that workshops are called in order that the teachers are made aware of the alternative forms of discipline."

One participant who was a Disciplinary Master expressed fear in administering discipline to students:

"It is us who are with the students and we know them better than the government. They should give a clear guideline on how the teacher is protected should a parent take a teacher to court for suspending or expelling a student."

For any organization to succeed in bringing change, the concerned parties have to be made aware of the intended change otherwise cases of resistance will arise because of fear and uncertainty. The Ministry of Education should have prepared the teachers as the stakeholders in the education sector.

Conclusion

In general, the study findings revealed that the rise of the indiscipline cases in the Kenyan schools today could be attributed to the fact that the teachers were not prepared or consulted by the government on the alternative forms of disciplining students. Results revealed that alternative forms of discipline like Guidance and Counseling, keeping school tradition, Mentorship, praising a student and Dialogue, were positively received by the students. These forms of discipline enable students to realize that not all misbehavior should be punished but can be corrected through other methods and hence help the student to see mistakes and appreciate need to change. While at the same time, these forms of discipline have positive long-lasting effect on students. This allows them to make their own conclusions or decisions after being guided towards the right direction.

Recommendations

Based on the findings of this study, the following recommendations were made

1. Teachers should first use the most humane alternative forms of discipline such as Guidance and Counseling, Keeping School tradition, Dialogue with the students, use praise before using suspension, Expulsion and Detention.
2. Workshops and seminars should be organized for teachers so that they can be trained and made aware on how to administer the forms of discipline.
3. The Ministry of Education should make sure that every school has a guidance and counseling room and a trained guidance and counseling teacher
4. The Kenyan government should also implement a review of curriculum in teacher training colleges to incorporate discipline methods for students including training with regard to dealing effectively with youth's behavior and the normal stages of teen-age development in secondary schools.

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