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Effect of Alternative Methods to Corporal Punishment on Student Discipline in Public Secondary Schools in Mombasa County, Kenya

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Abstract:

The study investigated the effect of alternative methods to corporal punishment on student discipline in public secondary schools in Mombasa county of Kenya. The specific objectives were: To establish the effects of guidance and counselling on students' discipline in Mombasa county secondary schools, to establish the effects of suspension on students' discipline in Mombasa county secondary schools, to establish the effects of learner inclusion in decision-making on students' discipline in Mombasa county secondary schools and to establish the effects of the withdrawal of privileges on students' discipline in Mombasa county secondary schools. The study was built on restorative practices in the education model. The design for the study used a descriptive cross-sectional survey. Information was obtained through questionnaires and interviews with 206 participants. In addition, the researchers used a census study since data was gathered from all the 32 public secondary schools in Mombasa county. In light of this, 18 principals, 32 deputy principals, and 32 guidance and counselling teachers from the 32 public secondary schools, in addition to a sample of 124 students, assisted in providing the necessary data. The analysis was done using both descriptive and inferential statistics. The results of the descriptive aspect were summarized through mean, frequencies, and standard deviation. The inferential analysis was done using multiple regression analysis. In addition, content analysis was used to analyse data from the interview schedule. It was concluded that alternative methods to corporal punishment had minimal effect on the discipline of students and were less effective in managing learner discipline.

Keywords: Effect, alternative methods, corporal punishment, student discipline

1. Introduction and Background

The issue of student discipline is not only a regional but a global problem. Many countries have witnessed rising cases of learner indiscipline following most governments' ban on corporal punishment. A study by Stewart (2004) observes that in Australia, students manifest indiscipline challenges such as bullying, lack of concentration in class, lack of respect to the teachers and fellow students, and disobedience to school rules and regulations. Vacar (2010) observes that public institutions in the United States often resort to the use of police officers branded as School Resource Officers (SROs) and use technological surveillance to aid in controlling students. Marais and Meier (2010), in a study carried out in South Africa, posits that the problem of learner indiscipline has disappointed and distressed teachers in the teaching profession. Most South African teachers perceive that the problem has worsened due to the withdrawal of corporal punishment in school. Alternatives replaced corporal punishment with Corporal Punishment (ATCP). Despite the introduction of ATCP, studies have shown that cases of indiscipline in schools are still increasing (Maphosa & Shumba, 2010).

Regionally, Kenya follows the United Nations Convention on the Rights of the child (UNCRC) of 1979. Besides, corporal punishment has been prohibited by the local laws on Children's Rights and Basic Education Act (the Republic of Kenya, 2001; 2013). Inconsistent with these laws, alternative methods of discipline have been adopted in managing students' discipline in secondary schools. However, this has not been without challenges. In their study, Kimani, Kara, and Ogetange (2013) pointed out that the school administration and staff are not thoroughly prepared to deal with indiscipline in the absence of corporal punishment. Busienei (2012) examined alternative methods of discipline on student behaviour management in Eldoret county secondary schools. The findings indicated that the alternative methods had not reduced indiscipline cases among the learners.

In Mombasa County, student behaviour problems constitute barriers to learning. These challenges are sources of unsafety learning environments and negatively affect learning and the well-being of students and teachers (Durbin, 2015). Lack of discipline among secondary school students has aroused much concern among the stakeholders in Kenya (Aloka & Bojuwoye, 2013). These indiscipline cases range from truancy, smoking, drug abuse, disobedience, intimidation, delinquency, theft, and general violence. Since the banning of corporal punishment in 2001, school discipline has been

deteriorating to the extent that management of the school system may soon become impossible (Kindiki, 2009). In the face of the glaring challenges, the Ministry of Education instructed teachers to adopt appropriate alternative measures that can be utilised to address the rising cases of indiscipline in schools. However, these efforts have unfortunately been reported to be less fruitful than corporal punishment (Alawo, 2011).

1.1. Statement of the Problem

Indiscipline among students remains a major concern among teachers, parents, and other stakeholders in the field of education. The emerging trends in learner indiscipline issues have been attributed to the ban on corporal punishment in schools. Indiscipline is usually reflected in behaviours such as drug abuse, assault, theft, rape, and murder. These misdeeds have considerably affected teaching and learning in most public schools. The ministry of education has proposed new measures to counter these challenges. There has been the establishment of guidance and counselling units in all schools, good classroom management practices, effective teaching methods, the inclusion of learners in making school rules MOEST (2005), and learners choosing their government or leaders. On the contrary, although these measures have been initiated, indiscipline in learning persists. This could result from the failure of these alternative forms of punishment to yield desired outcomes.

Furthermore, it has been observed that teachers still resort to corporal punishment to curb indiscipline. This, coupled with rising cases of indiscipline, points to the fact that there have been shortfalls in the measures that the government has initiated to adequately cater to the gap that has been left following the ban on corporal punishment in schools in Kenya. Furthermore, there has not been an investigation on the use of alternative methods of corporal punishment, particularly in the context of public secondary schools in Mombasa County. The Public secondary schools in this county face unique indiscipline problems, the most prevalent being drug and substance abuse among the learners. This, coupled with truancy, has seen a higher number of drop-out among learners and particularly consistent poor performance in K.C.S.E exams compared to other regions outside the coast province. This study hence seeks to establish the effect of alternative methods to corporal punishment on discipline among students in Mombasa County secondary schools.

1.2. Research Questions

- What are the effects of alternative methods to corporal punishment on students' discipline in Mombasa County secondary schools?
- How effective are alternative methods to corporal punishment in managing students' discipline?
- What challenges are encountered in implementing the alternative methods of discipline in Mombasa County secondary schools?
- What strategies can be used to improve the use of these methods in Mombasa County secondary schools?

1.3. Theoretical Framework

The study is built on the positive discipline model. This model is drawn from cognitive behavioural and systems theories. According to Bear (2011), this model has the potential to foster self-regulation, self-discipline, and a greater inner locus of control. In addition, it aims to develop a student's character and promote adequate behaviours, which can improve the school climate. Further, it aims to prevent misbehavior, improving the student's access to academic instruction (Vincent, Swain-Bradway, Tobin, & May 2011). Among other things, the model emphasizes the following principles; the teaching and reinforcement of positive behaviours, examination of students' misconduct motives and consistent and relevant consequences for misconduct, and maintenance of access to instruction. In applying these principles, reward systems for appropriate behaviour and consequences for misbehaviour are needed as part of reinforcement measures.

1.4. Conceptual Framework

Figure 1 depicts the relationship that exists between the independent variable and the dependent variable.

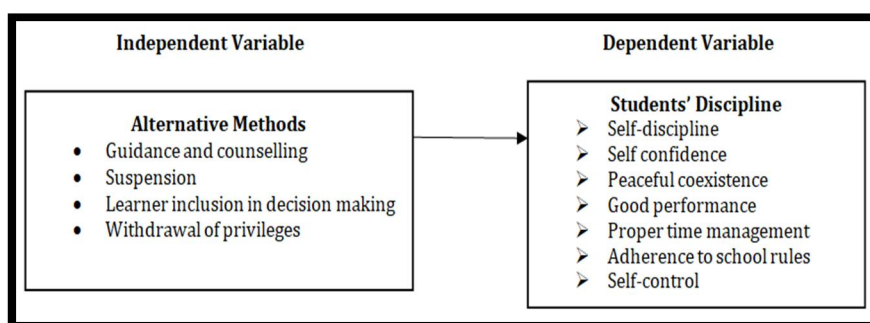


Figure 1: Conceptual Framework

2. Literature Review

2.1. Alternative Discipline Strategies

Following the ban on corporal punishment, a range of strategies has been initiated by schools to help in enhancing discipline among secondary school learners. Some of these methods include:

- Guidance and counselling,
- Withdrawal of privileges,
- Inclusion of students in decision-making,
- Detention and suspension.

Lapan (2012) defines guidance and counselling as an interactive process that brings together the counselee, who is vulnerable and needs assistance. The counsellor is trained and educated to give this assistance. Guidance and counselling are important for enhancing learners' discipline (Kaguamba & Muola, 2010). Through this process, it is possible to unearth the root cause of the behavioural problems and identify possible alternatives on how to resolve the challenges experienced by the learners. A study by Onyango, Raburu, and Aloka (2018), carried out in Bondo County, found that schools have guidance and counselling departments in place, and the students involved in indiscipline issues are counselled to aid in correcting their behaviour. They observed that the learners did not necessarily have to be involved in indiscipline, but guidance was generally done to provide the necessary direction on acceptable behaviour. On the same note, Mwangi (2014), whose study was conducted in Nyandarua County, contends that through counselling, learners can build confidence in themselves and grow morally upright. This, in turn, inculcates positive values and attitudes as well as self-discipline hence a positive change in behaviour. Alemu (2013), who conducted his study in Ethiopia, concurred that guidance and counselling services were most profitable in correcting learner behaviour.

Student inclusion in management of discipline is a term used to encompass all aspects of school life and decision making where students may contribute informally through individual negotiation and formally through purposely created structures and mechanisms (Ryan & Zoldy, 2011). This is necessary for winning the student support of the regulations and administration. Existing literature shows that schools in different parts of the world differ in how much they involve students in management. Most secondary schools in developed countries such as the US, Britain, and Germany offer students the opportunity to participate in some sort of student government. Participation in student government is done through a student government course, in which students learn leadership and decision-making skills. In New Zealand, students are allowed to participate in making decisions regarding learning with proper guidelines and limits defined by their respective schools in collaboration with the government (Education Review office, 2003). In Kenya, schools operate either under the prefectural system or the students' council system. Previous research by Mwangi (2014) has shown that failure by school administrators to involve students in selecting prefects contributes to strikes and indiscipline in Kenyan schools. A study by Tikoko and Kiprop (2011) that was carried out in Kenya ascertained that students' inclusion in decision-making is significant in managing learner discipline.

Withdrawal of privileges means depriving one of an intentional award serving as a symbolic approval of desirable behaviour (Kilonzo, 2013). Maphosa (2011) established that withdrawal of privileges like demotion was commonly used to manage major forms of student behaviour problems in South Africa. However, although the findings indicated that withdrawal of privileges was used in managing behaviour problems, the method did not appear to affect behaviour change uniformly among students. It is because those who were not in student leadership would not suffer demotion even if they committed the same offence as those in leadership. Similarly, Kiggundu (2009), based on the study carried out in Uganda, argues that there is a need for a uniform discipline code that will assist parents, students, and other stakeholders to appreciate the role of punishment in schools for this to be successful. Simatwa (2012), through the study carried out in Bungoma county, concurs that rewards could be used in managing student discipline in schools even though he further states that the effectiveness of each method depends on the traditions of schools and their environments.

Suspension is a mandatory leave assigned to students as a form of punishment that can last anywhere from one day to several weeks, during which time the child cannot attend regular lessons (Ajibola, Lukman & Hamadi, 2014). Suspension is usually used in cases learners have committed serious offences. Stewart (2004) observes that in the United States of America, misconducts that warrant suspension include: drug possession,

- The carrying of illegal weapons,
- Poor attendance and
- Truancy.

In Australia, some legislations empower principals to use suspension as a form of student discipline. Kaguamba and Muola (2010) found suspension as one of the most important methods in their study carried out in Laikipia on discipline methods used in secondary schools. Vacar (2010) conducted a study in American schools and established that the suspension program was an effective and necessary tool to help classroom management. On the contrary, Nakpodia (2012) argues that suspension removes students from the classroom and thus alienates them from participation in meaningful educational opportunities that are likely to impact their future and socio-economic status negatively.

3. Research Design

Descriptive cross-sectional survey research design was adopted for this study. This was preferable for the study because the survey deals with description, recording, analysis, and reporting the situation of things as they exist (Kothari, 2011). In addition, Kerlinger and Lee (2000) observed that a descriptive cross-sectional survey is commonly used to obtain information crucial for assessing the prevailing practices and making informed decisions. In the case of the study,

the design assisted the researcher in assessing alternative methods to corporal punishment that enhanced discipline among Mombasa county secondary school students.

3.1. Study Location

The study was done in Mombasa County among all the public secondary schools. The schools are mainly located in Mvita, Kisauni, Likoni, and Changamwe sub-county. This study was conducted among public schools in Mombasa County because, over the years, the problem of indiscipline increased in the region, especially after the government abolished corporal punishment. The region had recorded frequent school drop-outs by the learners coupled with an increase in the number of learners resorting to drug and substance abuse.

3.2. Target Population

This refers to all the members of a group of people, events, or objects which are of concern to a researcher and from the outcomes of the study will be applicable to Best & Khan (2011). The study targeted students, guidance and counselling teachers, and deputy principals and principals of all the public secondary schools in Mombasa County. The students were considered in this study because they were the objects of concern regarding discipline. They were directly affected by the alternative methods of discipline adopted by the schools.

3.3. Sampling and Sample Size

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn, 2000). Sekaran (2011) recommends a minimum sample size of 30 and less than 500. This study used a census study where all the public secondary schools were part of the study. Consequently, all the deputy principals, the guidance and counselling teachers, and principals in their respective schools were the respondents. In addition, from each school, two students were randomly selected from form two and form four classes. The choice of form two students was deliberate since they were the ones who were frequently faced with discipline challenges. In contrast, the form fours had been in school for the maximum period of time and hence were familiar with the disciplinary measures used in school.

3.4. Data Collection Methods

The data were collected using semi-structured questionnaires. This was administered to the deputy principals, guidance, and counselling teachers and students. The interview was also employed only to the school principal.

3.5. Research Instruments

Questionnaires and interviews were used to collect data for the study. Interviews provide in-depth insights regarding the issues at hand (Kothari, 2011). This was used to gather data from the principals. A questionnaire was considered appropriate for this study because it was used to gather data from a wide population simultaneously (Mugenda & Mugenda, 2003). Each of the questionnaires consisted of two parts; part one was based on demographic information and part two was used to gather information on alternative methods of discipline used in Mombasa county public secondary schools. The questionnaire was administered to students, deputies, and guidance and counselling teachers.

3.6. Piloting

This involved checking the validity of the research instrument by administering it to a small population that did not constitute the study's respondents. This was done in one of the public schools that were not part of the study. In addition, piloting was done to assist in ascertaining the clarity of the questionnaire, and corrections were done following the results and suggestions from the piloting feedback. Clarity of the research instrument is very important for the purpose of generating valid results (Orodho, 2012).

3.6.1. Validity of the Instruments

Validity describes the research instrument's ability to measure what it is intended for (Cooper & Schindler, 2006). For this reason, the questionnaire was developed through a literature review in consultation with the university supervisor, an expert in the area. First, the suggestions made by the expert were used in refining the research instrument to enhance its validity. Secondly, a questionnaire pre-test through a pilot study was conducted to confirm whether the research tool was clear. After that, the questionnaire was adjusted based on the pre-test recommendations.

3.6.2. Instrument Reliability

Reliability measures the degree to which the instrument used for research produces results consistent with consecutive uses (Mugenda & Mugenda, 2003). Cronbach's alpha coefficient was used to establish whether the variables fell within the required range of 0 and 1. According to Nunnally (1978), values of not less than 0.7 are recommendable, while Sekaran (2006) posits that values between 0.5 and 0.8 are appropriate for internal consistency. Therefore, the study used values of 0.6 and above as a cut-off point.

3.7. Data Collection Procedure

Before the fieldwork, the researcher sought a letter of introduction from the department of Educational foundation. After that, the researcher applied for a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Secondly, the Mombasa County Director of Education was contacted. In addition, all principals

from the Mombasa county public schools were contacted by paying a courtesy call to their institutions to explain to them the intention of carrying out the research and to seek their approval. Finally, the researcher trained one research assistant who assisted in the data collection.

3.8. Data Analysis

Data analysis involves reducing the data into summaries that can be interpreted (Mugenda & Mugenda, 2003). Initially, the raw data gathered was cleaned, coded, and then entered into a statistical package for social sciences (SPSS) for analysis. Two types of data were collected: Quantitative and qualitative data. Qualitative data were analysed using content analysis techniques such as narratives, explanations, and discussions. On the other hand, quantitative data was analysed through the use of descriptive statistics and inferential statistics. First, the results were presented using tables, bar graphs, and pie charts. Secondly, inferential statistics were carried out to ascertain the relationship between alternative methods to corporal punishment and students' discipline. This was done through multiple linear regression analysis that was represented in the following equation.

$$SD = a + \beta_1 GS_1 + \beta_2 S_2 + \beta_3 LIDM_3 + \beta_4 WP_4 + \epsilon$$

Where:

SD = Student Discipline

a = Constant

β = Beta Coefficient

GS_1 = Guidance and Counselling

S_2 = Suspension

$LIDM_3$ = Learner Inclusion in Decision Making WP_4 = Withdrawal of Privileges

ϵ = Error term.

4. Findings

4.1. Response Rate

124 students responded to the questionnaire. This gave a response rate of 100%. A total of 62 out of 64 deputies and guidance and counselling teachers responded to the questionnaire. This resulted in a response rate of 97%. A total of 18 out of 32 principals responded to the interview questions. This resulted in a response rate of 56%.

4.2. Bio-Data

| Age Bracket of responder | | | | | |
|--------------------------|----------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 15-19 | 118 | 95.2 | 95.2 | 95.2 |
| | Above 19 | 6 | 4.8 | 4.8 | 100.0 |
| | Total | 124 | 100.0 | 100.0 | |

Table 1: The Age Bracket of Respondents

According to Table 1, out of a total of 124 students, 118 were aged between 15-19 years, representing 95.2% of the respondents, while those above 19 years added up to 6(4.8%).

4.2.1. Length of Time of Service of the Deputies and Guidance and Counselling Teachers

| Variable | Category | Frequency | Percentage |
|-------------------------|--------------------|-----------|------------|
| Length of time in years | 1-5 years | 17 | 27.42 |
| | 6-10 years | 35 | 56.45 |
| | 11-15 years | 8 | 12.90 |
| | 16-20 years | 1 | 1.62 |
| | 16 years and above | 1 | 1.61 |
| Total | | 62 | 100 |

Table 2: Length of Time Served in the Particular Institution

The study wanted to establish the length of time respondents had served in their current institution. From the pie chart presented in Figure 7, it was evident that a majority of the respondents, at 56.45%, had worked for between 6-10 years. Those who worked for 1-5 years constituted 27.42%, while those who had worked for 11-15 years made 12.9%; those who had served for 16- 20 years formed 1.61%, and those who had worked for 21 years and above.

4.3. Findings of Variable

4.3.1 Effects of Alternative Methods to Corporal Punishment on Students' Discipline in Mombasa County Secondary Schools

The first objective was to establish the effect of alternative methods to corporal punishment on student discipline in Mombasa county secondary schools. The outcomes are presented in Table 3.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | NO | 16 | 88.9 | 88.9 | 88.9 |
| | YES | 2 | 11.1 | 11.1 | 100.0 |
| | Total | 18 | 100.0 | 100.0 | |

Table 3: Improvement of Student Discipline since Introduction of Alternative Discipline Methods

Table 3 displayed results that showed a lack of discipline improvement since the inception of alternative discipline measures, with 88.9% of respondents posting no and 11.1% posting a yes.

4.3.2 The Effectiveness of the Alternative Methods in Enhancing Discipline among Students in Secondary Schools in Mombasa County

The second objective was to establish the effectiveness of the alternative methods in enhancing discipline among students. The findings are displayed in Table 4.

| Guidance and Counselling | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Not at all | 4 | 6.5 | 6.5 | 6.5 |
| | Disagree | 8 | 12.9 | 12.9 | 19.4 |
| | Agree | 30 | 48.4 | 48.4 | 67.7 |
| | Strongly Agree | 20 | 32.3 | 32.3 | 100.0 |
| | Total | 62 | 100.0 | 100.0 | |
| Suspension | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not at all | 12 | 19.4 | 19.4 | 19.4 |
| | Strongly Disagree | 16 | 25.8 | 25.8 | 45.2 |
| | Disagree | 26 | 41.9 | 41.9 | 87.1 |
| | Agree | 4 | 6.5 | 6.5 | 93.5 |
| | Strongly Agree | 4 | 6.5 | 6.5 | 100.0 |
| | Total | 62 | 100.0 | 100.0 | |
| Learner inclusion in decisions | | Frequency | Percent | Valid Percent | Cumulative Percent |
| | Disagree | 2 | 3.2 | 3.2 | 3.2 |
| | Agree | 10 | 16.1 | 16.1 | 19.4 |
| | Strongly Agree | 50 | 80.6 | 80.6 | 100.0 |
| | Total | 62 | 100.0 | 100.0 | |
| Withdrawal of privileges | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not at all | 8 | 12.9 | 12.9 | 12.9 |
| | Strongly Disagree | 2 | 3.2 | 3.2 | 16.1 |
| | Disagree | 10 | 16.1 | 16.1 | 32.3 |
| | Agree | 16 | 25.8 | 25.8 | 58.1 |
| | Strongly Agree | 26 | 41.9 | 41.9 | 100.0 |
| | Total | 62 | 100.0 | 100.0 | |

Table 4: The Effectiveness of the Alternative Methods in Enhancing Discipline among Students

From the figures in Table 4, under guidance and counselling, it was found that a cumulative of 80.7% of respondents agreed that it contributed to the improved discipline in their schools. In comparison, 19.4% disagreed that guidance and counselling improved discipline. Under suspension, 87.1% of the respondents disagreed, and only 13% seemed to agree that suspension improved discipline in school. On the effectiveness of withdrawal of privileges as a way of managing learner discipline, it was established that 32.3% of respondents disagreed. In comparison, a cumulative response of 67.7% agreed that it was effective. In addition, 3.2% of the respondents thought that learner inclusion in decision-making is ineffective in managing student discipline, while 96.8% believed that inclusion is effective in managing student discipline.

On the contrary, the interview with the principals revealed that there had not been major progress toward realising the improvement of disciplines in public schools of Mombasa after the banning of corporal punishment had not yet been recorded. These findings support those of Agesa (2015), whose study was based on the effectiveness of alternative disciplinary strategies used in secondary schools in Starehe division, Nairobi County, Kenya. The results of her study indicated that the alternative methods to corporal punishment have never been effective. In most cases, teachers

have resorted to the use of corporal punishment for maximum effect. The findings point out that a lot needs to be done as far as the choice and use of alternative methods of punishment are concerned.

4.3.3. The Challenges Encountered in the Use of Alternative Methods in Instilling Discipline in Learners

The third objective was to investigate the challenges involved in using these alternative methods in instilling discipline in learners. Table 5 shows the outcome.

| Guidance and Counselling | N | Percent | Percent of Cases |
|--|----------|----------------|-------------------------|
| Lack of Established G & C Office | 30 | 24.4% | 49.2% |
| Poor Support from the Administration | 58 | 47.2% | 95.1% |
| Inadequate Training | 35 | 28.5% | 57.4% |
| Total | 123 | 100.0% | 201.6% |
| Suspension | N | Percent | Percent of Cases |
| Parents Being Hostile and Uncooperative | 47 | 57.3% | 82.5% |
| Suspension Wastes Learner Time | 35 | 42.7% | 61.4% |
| Total | 82 | 100.0% | 143.9% |
| Learner Inclusion in Decision Making | N | Percent | Percent of Cases |
| Poor knowledge on the Severity of Misconduct | 43 | 48.9% | 71.7% |
| Lack of Cooperation from Either Party | 45 | 51.1% | 75.0% |
| Total | 88 | 100.0% | 146.7% |
| Withdrawal of Privileges | N | Percent | Percent of Cases |
| Loss of Morale by affected learners | 10 | 40.0% | 58.8% |
| Lack of Suitable Replacement | 15 | 60.0% | 88.2% |
| Total | 25 | 100.0% | 147.1% |

Table 5: The Challenges Encountered in the Use of Alternative Methods in Instilling Discipline in Learners

As indicated in Table 4, regarding challenges schools experience in using guidance and counselling as an alternative discipline method, it was found that 24.4% of the respondents lacked established office, and 47.2% expressed poor support from the administration. In comparison, 28.5% said they had inadequate training. With regards to suspension, it was found that 57.3% of respondents found parents to be hostile and uncooperative when their children are suspended from school. 42.7% of the respondents also said that suspension wasted learners' time, especially when it ran into several days. As for the challenges experienced in learner inclusion in decision making, 48.9% said that the learners had poor knowledge on the severity of misconduct, and 51.1% put it on lack of cooperation from either party. On the use of withdrawal of privileges of learners, the challenges cited were: loss of morale by the affected learner (40.0%) and lack of suitable replacement (60.0%).

These findings are consistent with those of the study by Kilonzo (2013) that ascertained that the use of alternative methods is marked with many obstacles to their success, as highlighted in this study. Therefore, as schools engage in the use of these methods, there is a need to assess the challenges that are likely to arise in the process of administering them and plan on how to counter them to enhance the success of the methods.

4.3.4. Strategies for Improving the Use of Alternative Methods of Discipline in Mombasa County Secondary Schools

The principals cited the importance of having appropriate disciplinary procedures that should be strictly followed in all cases and the aspect of fairness in applying these procedures to all learners. The respondents also indicated that the effectiveness of these alternative measures could be great if teamwork for both teachers and parents is enhanced. The respondents also cited the need to back up these alternative measures with additional ways of correcting learner behaviour. For instance, 72.2% of the respondents said manual work could assist, while the remaining 27.8% cited the importance of awarding Model students to encourage behavioural change among learners.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-------|------------------|----------------|----------------------|---------------------------|
| Valid Manual Work | | 13 | 72.2 | 72.2 | 72.2 |
| Awarding Students | Model | 5 | 27.8 | 27.8 | 100.0 |
| Total | | 18 | 100.0 | 100.0 | |

Table 6: Other Ways Used by Institutions to Correct Learner Behaviour

These findings pointed to the observation made by Skiba and Losen (2015) that there is a need for support in implementing these alternative measures by all the stakeholders concerned. Further, the findings of these studies corroborate those by Ngotho and Zani (2014), whose study was carried out in Kiambu County. Their observation was that when parents are not engaged in enhancing discipline among learners, there is likely to be a failure in reinforcing the measures.

5. Conclusions

The conclusions drawn from the study are that alternative methods to corporal punishment have had minimal effect on students' discipline in Mombasa county public secondary schools. The challenges experienced include lack of infrastructure, human resources, and capacity to handle tasks, hostility, and uncooperativeness from parents, low morale, and interference from Ministry of Education officers or politicians. The strategies to be used to improve the use of alternative discipline methods were through dialogue and more inclusion of learners in decision making.

6. Recommendations

There is a need for learning intuitions to spend time and resources on sensitising learners on the importance of observing school rules and observation and the expected consequences should the rules and regulations be ignored. In addition, parents of learners must be closely involved in the discipline management of their children. It is also essential for institutions to provide rooms where guidance and counselling can take place without the client worrying about breach of privacy.

7. Suggestions for Further Studies

This study has examined the effect of alternative methods to corporal punishment among secondary schools in Mombasa County. Related studies should be carried out in other sub-counties in the Coastal region or other counties to facilitate a comparison of the findings and possibly unearth what can be done to deal with cases of learner indiscipline. Similarly, a study should be done in private schools in this region to compare the outcomes.

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