

**ALTERNATIVES TO CORPORAL PUNISHMENT FOR IMPROVING
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN ELDAMA
RAVINE SUB-COUNTY, BARINGO-KENYA**

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**A Thesis Submitted in the School of Education and Social Sciences in Partial
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Leadership and Education Management of Kenya Methodist University**

JUNE, 2021

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for the award of a degree or any other award in any other University.

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Recommendation

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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DEDICATION

This thesis is dedicated to my family members. Thank you for your encouragement.

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First and foremost are acknowledgement to God's faithfulness over my life. He gave me the strength and ability to work on this thesis. I would like to acknowledge my supervisors who are Prof. Paul Gichohi and Mr. Eric Mwenda for guiding me through the thesis writing process. My close family members who include my parents and siblings also feel appreciated and acknowledged. They have been there for me giving me all that was required to successfully complete my master's course. I would also wish to express my sincere gratitude to every public secondary school in Eldama Ravine Sub- County Baringo Kenya. Thank you for availing yourselves to undertake and give feedback to the study. The principals, teachers, counselors and students who took part in answering the interviews and questionnaire, kindly receive my appreciation. I would also wish to thank KeMU institution for always taking note and helping me thorough the research process. The input from facilitators of various presentations, seminars and defenses has also helped me develop my thesis document to an international standard. I am forever indebted of you. I cannot forget to acknowledge the library staffs such as Faith Gitonga and Esther Wangare who took their time to look at my thesis to ensure that it had satisfied the APA 7th edition guide. Last but not the least is appreciation to NACOSTI institution for issuing me with research permit that made this thesis a success. Thank you all.

ABSTRACT

Learning institutions are expected to shape the moral behavior of students by providing code of conduct and ensure compliance to standards rules and regulations. However, due to various reasons, students often do not follow these rules and regulations as characterized by many cases of indiscipline among students in public secondary schools. Despite introduction of alternatives to corporal punishment by government, there are prevalent cases of indiscipline among students in public secondary schools. This study was set out to assess the efficacy of alternatives to corporal punishment as measures for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo, Kenya. The objectives of the study were to determine how guidance and counseling, involvement of student leaders in decision making, chaplaincy services, and rules and regulations affected improvement of student discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. This study was guided by cognitive behavioral theory, contingency theory and Bandura self-efficacy theories. Descriptive survey research design was applied to collect data from 14 public secondary schools in Eldama Ravine sub-county in Baringo Kenya. The respondents were principals, teachers, counselors, chaplains and students. The study selected principals, counsellors and chaplains through census method. Teachers were sampled using simple random sampling technique. The students were first be sampled using stratified sampling method. Second, purposive sampling technique was then be used to only include students who were class prefects for uniformity. Both self-administered questionnaires and interview guides were utilized to collect data. One self-administered questionnaire was answered by teachers, counselors and chaplains while the other questionnaire was answered by students. School principals/deputies were interviewed accordingly. Pre-test enabled checking reliability and validity. The data was analyzed using descriptive statistics such as median, frequencies and percentage. SPSS version 24 was used to analyze the data which was presented using tables and graphs. The overall results showed that the model was valid and was statistically significant, but each construct became insignificant in a combined model. All alternatives to corporal punishments work together (they were jointly significant, $P=0.028$) and hence all of them should be emphasized and strengthened to address students' discipline in secondary schools. The study found out that the secondary schools had put commendable focus on ensuring rules and regulations reduced indiscipline cases in secondary schools. Moreover, there was less attention on the relevance of chaplaincy in secondary schools. Though the government had previously put effort in strategizing to post spiritual leaders to all public secondary schools, three years later, which was yet to be operationalized fully. The study recommended that the ministry of education to liaise with clergy association of Kenya to get qualified chaplains that would be permanently posted in various secondary schools.

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ABBREVIATIONS AND ACRONYMS

APCN	Association of Professional Counsellors in Nigeria
FGM	Female Genital Mutilation
GIEACPC	Global Initiative to End All Corporal Punishment of Children
GOK	Government of Kenya
IAC	International Associations for Counselling
KCSE	Kenya Certificate of Secondary Education
KEMU	Kenya Methodist University
KNBS	Kenya National Bureau of Statistics
MSDE	Maryland State Department of Education
NACOSTI	National Commission for Science, Technology and Innovation
NASSP	National Association of Secondary School Principals
NCPD	National Council for Population and Development
STD	Sexually transmitted diseases
TSC	Teachers Service Commission
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learning institutions are established to offer education to students. This education sharpens various skills that would be useful to the student in their future job endeavors (Nyaga, 2018). Apart from providing these skills, learning institutions shape the moral behavior of the students (Onsoti, 2018). This is done by following a curriculum and providing code of conduct that is well assessed by various stakeholders such as the government, parents and teachers (Ngwokabuenui, 2015). However, since students come from diverse backgrounds, they often do not follow these rules and regulations (Nandeke, et al., 2017). This results to introduction of various types of punishments to students so as to ensure they adhere to the code of conduct. In recent past, it was established that teachers were using excessive force to discipline students which was referred to corporal punishment (Najoli et al., 2019).

This left student injured and some even dying hence making learning process unbearable (Onditi, 2018). This study therefore analyzed the various alternatives to corporal punishment so as to improve students' discipline in public secondary schools in in Eldama Ravine Sub-County, Baringo Kenya. This chapter began by giving the background of the study followed by the statement of the problem. Thereafter, there was description of the purpose of the study, objectives, hypothesis, significance, scope, limitations, assumptions and definition of operational terms concluded the study.

From the context of this study, school discipline meant a system consisting of conduct, punishment and behavioral strategies that were used to regulate students and keep school and classroom in order and control (Umar, 2014). It also related to actions taken by a teacher or the school organization towards student (or group of students) when the students behavior disrupted the ongoing education activity or broke a rule created by the teacher or the school system. Discipline could guide children behavior or set limits to help them to take care of themselves, and other people in the world around them (Irby, 2014).

School discipline was socially constructed and symbolic "Space of trouble" that a student fell into when one behaved out of the normative expectations of a school setting (Irby, 2014). It has been found to be substantially related to students' wellbeing. Initial evidence suggested that it mattered for school success (Webber & Ruch, 2012). Discipline among secondary school students also had a bearing on their character and behavior. The resulting students' behavior affected current and predicted later academic achievement which ultimately affected important life outcomes as well as the labor market in the long run (Duckworth & Alfred, 2012; Segal, 2013). The most common discipline-related behavior among learners included truancy, fighting, disobeying, shouting, rioting, and snatching other learners' property, bullying, destruction of properties, cheating, viewing pornographic materials, and threatening teachers among others (Maphosa & Bhebhe, 2019).

Prevalence of violence was rife in most schools in the world. Maphosa (2019) pointed out that in the United Kingdom, learners were generally noisy, rowdy and disrespectful to educators. The use of foul language and disrespect towards teachers was also confirmed in

the United States of America (Lochan, 2012). According to Lochan (2012), administrators, teachers and parents were struggling to find solution to the problem.

Cases of students' indiscipline were also rampant in Africa. For example, in Nigeria, acts of indiscipline which included truancy, hooliganism, disrespect for school authority, cheating in examination and drunkenness were on increase (Okoson, 2010). In Ghana Danso (2010) described the high rate of indiscipline and lawlessness in education institutions. Danso (2010) observed that not a single day passed without report of an act of indiscipline or lawlessness in education institutions. Things were no better in Uganda where many cases of academic and criminal indiscipline were reported which involved gambling, smoking Marijuana, drug abuse and sneaking from schools (Bindhe, 2012).

In Kenya, indiscipline in secondary schools has become a persistent problem. The number of schools experiencing indiscipline were on the increase. The frequency, trend and consequences were alarming across many secondary schools in Kenya (Wamugunda et al., 2019; Olubade, 2011). Despite the efforts and the various findings and recommendations of the task forces such as Committee on Education and Research report (2019) had provided the analysis results done on student unrest and violence which previously occurred in Kenya secondary schools. Waithaka (2017) revealed that not only had secondary school indiscipline issues caused property destruction but also caused bodily harm to people and in some cases leading to death.

The causes of school unrest had been varied as evident from the taskforce investigations in the education sector in Kenya. In the more recent times, the secondary education sub-sector faced serious challenges of school arson. Over 130 secondary schools experienced burning

of school property in a period under 15 weeks between May and August 2016. Of interest was that these cases of indiscipline mostly affected public secondary schools (at almost 99%) and specifically during the second term school calendar (almost at 90%) (National Crime Research Centre, 2017).

There were different methods used to instill discipline among students globally. Different literature was cited these methods such as: manual work, guidance and counselling, peer guidance, suspension, expulsion and corporal punishment (Chitalu & Phiri, 2020; Kambuga, 2018; Nelsen, 2015; Suryaningrat et al., 2020). Corporal punishments included examples of canning, mob-beating of hardcore student by several teachers, slapping, punching, pinching, pulling, pouring cold water on a student as a way of punishing them to take regular baths among others (Mweru, 2010; Takahashi et al., 2020; Temple et al., 2018; United Nations Children's Fund, 2015).

The United States National Association of Secondary School Principals (NASSP) (2018) recommended a range of alternatives to corporal punishment including "appropriate instructions, behavioral contrast, positive reinforcement and individual and counseling where necessary (National Association of Secondary School Principals [NASSP], 2018). In addition, detention was one of the most common punishments in schools in the United States, United Kingdom, Ireland, Singapore, Canada, Australia, New Zealand and South Africa, Department of Education.

In a survey conducted with predominantly Secondary School Australian learners, Rochie and Lewis (2011) revealed that teachers possessed one of two disciplinary styles; the first disciplinary style was coercive in nature which was dependent on aggressive teacher

behavior through the use of sarcasm, yelling and canning as a form of punishment. The second disciplinary style was referent in nature and dependent on the use of hinting, recognition, discussion, involvement and the application of appropriate consequences. (Omari, 2011) said that, in whatever form, punishment was based on four premises which were punitive retribution, reformation and deference to others.

Corporal punishment was defined by Frechette (2015) as the use of physical force with the intention of causing a child to experience pain but not injury, for the purpose of correction or control of the child's behavior. It also included kicking, shaking, shoving or the use of objects (Scheidegger, 2014). It was characterized by low performance, excess fear among students, low participation in co-curricular activities, visible marks of torture and absenteeism from school (Bernecker et al., 2016; Bindhe, 2012; Chandler, 2019; Chiocca, 2017).

From a global perspective, corporal punishment had been banned in thirty countries, but it was still widely used by at least twenty states in United States of America (Batu, 2011). In a longitudinal study commissioned by the United Nations Children's Fund [UNICEF] (2015), painted a grave picture of the prevalence of corporal punishment in schools in four countries (Ethiopia, India, Vietnam and Peru) despite the fact that in them, such practices were outlawed. Disregard for the banning of corporal punishment was also a concern in Kenya, as some teachers had reportedly continued to administer it. For example, Standard (2019) reported that a class six student succumbed due to thorough beating from a teacher in Mikuyuni primary school located in Makueni County.

With corporal punishment being outlawed, and with the South African states being unable to put in place alternatives or more effective disciplinary systems in schools (Kepueja, 2014), discipline continued to be one of the most public and contentiously discussed issues in most schools in Africa. Ntuli (2013) investigated ways of managing discipline in selected secondary schools within the Sekhukhune district in Limpopo, South Africa and recommended parental involvement, mentorship and suspension for serious offences were necessary to help in getting learners to abide by codes of conduct. The use of corporal punishment by regular teachers was supported by authorities in Tanzania (Tanzania reporter, 2013). The government of Tanzania however gave guidelines limiting corporal punishment in schools to four strokes administered by the teachers only (Nkuba et al., 2018). Nkuba and Kyaruzi (2015) however noted that teachers' regular training did not equip them to handle children's misbehavior in non-violent way.

In Kenya, the government had implemented several measures aimed at curbing the various cases of indiscipline in primary and secondary schools particularly the use of guidance and counseling units in all secondary schools and also ban of corporate punishment in 2001 (Government of Kenya [GOK], 2005; Mweru, 2010). This was after the Ministry of Education banned corporal punishment of students and pupils in general. As effort towards controlling indiscipline in schools, the Teacher Service Commission (TSC) mandated the secondary principals to allow open discussion in schools, hold formal meetings or install suggestion boxes to allow staff and students to let off steam from the strain and stress of education process (National Council for Law Reporting, 2002).

National Council for Population and Development (2015) findings on Kenya's national adolescent and youth survey revealed that lack of guidance and counseling as one of the

major causes of indiscipline in schools in Baringo County. Despite the concerted effort, indiscipline in secondary schools in Baringo County was still a persistent problem. For example, a report by standard digital indicated that twelve students from Tenges Secondary school were held at Kabarnet police station over claims they planned to torch the institution after being found with a Jerry Can going to buy Petrol in Kabarnet town (Standard media, 2018) In 2015, a number of students from Sabor and A.I.C Kapkelelwa secondary schools reportedly left school at 1 a.m. on Wednesday March 9, for a journey of several kilometers to Kabarnet town where they hoped to file complaints at the County Education Office. According to Baringo county news (2015) (as cited by Nzioki, 2015), they were protesting against their school administrations, which they blamed for mismanagement and apparently led to the poor show in the national examination.

This proved that corporal punishment had not been effective towards improving the holistic student's behavior in public secondary schools in Eldama Ravine Sub- County. It just made things worse and students' academic performance even continued to deteriorate further (Kosgei, 2020). This created need to investigate what other alternatives could be used to ensure that student's discipline improved apart from corporal punishment in their learning process.

1.2 Statement of the Problem

The government of Kenya through the Ministry of Education and other bodies such as Teachers Service Commission and School Boards of Management had put concerted measures to ensure students of secondary schools' upheld discipline all the times. This was in the understanding that good discipline in secondary schools was directly correlated with academic performance and was paramount in bringing up responsible citizens. In Kenya,

corporal punishment as a measure for enforcing discipline in students was outlawed in schools in 2001 and in its place; alternative disciplinary measures were introduced by the Ministry of Education. Some of the key measures adopted in many secondary schools according to Awuor et al. (2018) were counseling services, chaplaincy, and involvement of student leaders in decision making, rules and regulations among others.

In spite of the crucial role played by good discipline in achieving optimal academic outcomes in secondary schools, molding the desired character and behavior in students, the problem of the study was that the status of discipline in Kenya's secondary school was very poor (Committee on Education and Research, 2019). Onsoti (2018) attributed the menace in students' discipline to peer pressure resulting to students who were capable of wrongdoing just to make their friends happy and attain a social recognition among the peers.

According to Onditi (2018) and Onsoti (2018), the abolishment of corporal punishment led to students looking down the school's rules and regulations hence, deterioration of indiscipline among students. Earlier on, studies such as Wangai Commission report of 2001 on students' discipline and unrest in secondary schools and David Koech special commission's report of 2008 on school unrest and violence shown corrective measures such as guidance and counseling, student's supervision and sensitization of students on discipline matters as the best alternative to corporal punishment (Institute for Security studies, 2008; Ministry of Education, 2001). Despite the introduction of these alternatives to corporal punishment, cases of indiscipline were prevalent in most public secondary schools in Eldama Ravine Sub- County, Baringo County.

This posed the question on the efficacy of corrective mechanisms in improving discipline among students in secondary schools. This was because the previous studies had not yet looked into the efficacy of these alternatives to corporal punishment as measures for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. There was therefore need to look into the problem and address these issues to prevent school unrest which if not addressed, may continue to give rise to unacceptable character and behavior among students, and destruction of properties; which could ultimately lead to deterioration of academic performance.

1.3 Purpose of the Study

The purpose of the study was to assess efficacy of alternatives to corporal punishment as measures for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

1.4 Specific Objectives

The study will be guided by the following objectives:

- i. To determine the effect of school guidance and counseling services on students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya.
- ii. To examine the effect of involving student leaders in decision making on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.
- iii. To assess the effect of chaplaincy services on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

- iv. To determine the effect of rules and regulations on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

1.5 Research Hypothesis

The study will be guided by the following hypotheses:

H₀1: School guidance and counseling services do not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya.

H₀2: Involving student leaders in decision making do not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya.

H₀3: Chaplaincy services do not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya.

H₀4: Rules and regulations do not affect students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

1.6 Significance of the Study

The findings of this study would be redounding to the benefit of society, school administrators, teachers, student leaders and the researchers. The society would benefit considering that discipline plays an important role in ensuring harmony and peace in the society today. The study would also be important to the ministry of education, science and technology in their bid to deal with indiscipline in public secondary schools and would go a long way in improving the education standards in the country.

The study if implemented would assist the ministry of education and specifically the Kenya Institute of Education in developing curriculum that could be used to enhance the capacity

of the administrators, teachers, parents and the students in handling indiscipline cases in schools.

The ban on corporal punishment policy as a measure to instill discipline justifies the need for more effective approaches to punishment. Thus, teachers that applied alternative methods in management of students' discipline would be able to handle students better.

School administrators would be guided on approaches for promoting students' discipline in schools, and hence student leaders would be able to play their role of promoting school rules and regulations and be able to represent student's grievances/ views to the school administrators in a more constructive manner.

To the researchers, the study would help them uncover critical areas in handling indiscipline behavior in secondary schools. The efficacy of alternatives to punishment modalities would be established. Thus, new approaches to alternatives to corporal punishment could be arrived at, and hence contribution to new knowledge. The study was envisaged to propose solutions to improve discipline in secondary schools but also in other education institution in Kenya which were prone to all sorts of indiscipline behavior.

1.7 Scope and Delimitations of the Study

The study intended to analyze the different alternatives to corporal punishment as measures for improving students' discipline in public secondary school in Eldama Ravine Sub-County Baringo Kenya. The study covered public schools and was confined to students and teachers from secondary schools in Eldama Ravine Sub-County Baringo Kenya. The major alternatives to corporal punishment which were examined in this study were guidance and counseling services, involvement of student leaders in decision making,

chaplaincy services and rules and regulations. Severity of corporal punishment was however not covered in this study. Effects of students' indiscipline on academic performance was considered out of scope of the current study.

1.8 Limitations of the Study

The high prevalence of illegal female genital mutilation in Baringo county caused the number of female students in secondary schools to be low (Thomson Reuters Foundation, 2018). This was because according to UNICEF (2020a), when female students underwent female mutilation, they tended to stop going to school. This was a limitation to the study since they were not fully represented in the study. However, the study ensured that stratified sampling method was used to ensure that data is collected from both genders proportionally based on the two third gender rule.

1.9 Assumptions of the Study

The following were the major assumptions which will be taken for the study by the researcher:

- i. The respondents would cooperate and give accurate and honest information.
- ii. Schools selected for the study would have functional guidance and counseling department.
- iii. All school administrators would be empowered their student leaders through involvement.
- iv. The principals, teachers and student leader's responses to questionnaire items would be genuine indicators of the aspects sought for in this study.

1.10 Definition of Operational Terms

Alternative strategies

These referred to discipline tactics other than corporal punishment in achievement of student discipline (Texas Education Agency, 2018).

Corporal punishment

This was the punishment which involved inflicting of pain on the body in most cases through caning (Ngwokabuenui, 2015).

Counseling

Referred to therapeutic process that usually involved a direct conduct for an individual or a group seeking assistance from a counsel (Scripture Union Queensland, 2019).

Discipline

The practices of making people obey rules of behavior and punishing them if they did not (Simba et al., 2016).

Guidance

This was the process of helping an individual to better himself / herself and to be able to make reasonable, satisfaction adjustments to the problems of living (Simba et al., 2016).

Policy

A set of plans or actions agreed on by a government or a group of people (Waithaka, 2017).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looked at earlier published and unpublished literature related to the study. It was organized into the three objectives of the study, followed by theoretical framework. A conceptual framework followed which showed the relationship between variables. Operational framework which gave the various sub-variables under each variable with brief explanation concludes the chapter.

2.2 Students Discipline in Public Secondary Schools

Student discipline had been a significant aspect considered for the wellbeing of the student as they went through their learning process. In public secondary schools, students' discipline was normally indicated through three techniques. These techniques were preventive, supportive and corrective discipline (Awuor et al., 2018). According to Awuor et al. (2018), preventive discipline entailed various measures taken by a school to ensure students knew what was expected of them. This included being issued with a rules and regulations manual, school assemblies to instill virtues expected from them, national assembly and knowing the school motto (Wambugu, 2019). Supportive discipline included guidance and counselling services, preaching, peer clubs such as drama clubs, faith-based meetings such as Christian union, Catholic and Islamic meetings days (Yaman & Derya, 2016). Corrective discipline was the last form of discipline where a student's discipline

had not been shaped by both the preventive and supportive discipline. It included various punishments such as manual work, suspension and expulsion (Awuor et al., 2018).

Past studies done on student discipline such as Sadik (2018) revealed that discipline was a necessity of improving behavior and upholding order in the society. This discovery was made by Sadik (2018) when exploring the kind of perception secondary school student had towards discipline via, metaphors in Turkey. The study further proclaimed that on the one hand, education and progress, self-discipline, defense mechanism, deliberate and well-organized study, and teamwork were constructive perceptions on discipline. Undesirable metaphors, on the other hand, such as excess power and control, and the disciplinary committee, created a negative perception on discipline of secondary school students.

An evaluation study of violence-prevention program with primary school teachers in Jamaica was done by Baker-Henningham et al. (2019). 14 primary schools were randomly assigned to receive training in classroom behavior management. Four children from each class making a total of 220 children were randomly selected to participate in the evaluation. 27 Teachers were trained through a combination of workshop and in-class support sessions, and received a mean of 11.5 h of training in a period of 8 months. Baker-Henningham et al. (2019) discovered that teacher's violence against students when disciplining them reduced significantly after the training while the students developed critical self-regulatory skills that enabled them develop accountability during their time in school. Since this study was done in Jamaican primary schools, there was need to investigate whether teachers had ever undergone through such a violence prevention program as a way to ban corporal punishment in secondary schools located in Baringo county.

In Tanzania, Masath et al. (2020) considered an alternative of Interaction Competencies with Children for Teachers (ICC-T) so as to avoid violent punishments in public primary schools. Masath et al. (2020) confirmed that this alternative method of punishment had already worked well in secondary schools. The study used 2 random primary schools from the 6 regions in Tanzania. The study selected 80 students and 20 teachers in each school. Masath et al. (2020) collected two sets of data spaced on a 6 months period. That is, before intervention of interaction competencies and after intervention. The study confirmed that violence to children from teachers had reduced in 6 months period after introduction of the program. Masath et al. (2020) shied away from indicating other contributory factors causing decline corporal punishments such as rewards to the most improved students in discipline. Though the study was conducted in primary schools, the present study looked into how rewards influence student's discipline in secondary schools in Baringo County led to low corporal punishments.

Najoli et al. (2019) did a study that explored the attitudes of various interested parties such as teachers and parents on utilization of corporal punishment to discipline students in Kenyan western region public secondary schools. Najoli et al. (2019) shed light that corporal punishment was still being practiced in Kenya's Western region despite the practice being banned by the government. The sample size were 32 parents, 32 teachers, 160 students and 8 principals. Najoli et al. (2019) accounted that the respondents such as teachers knew and understood that violent punishment was banned, however there were few recommended alternatives of punishment from the government which were so soft to students to a point a teacher saw them as a waste of time and energy. This was because students' discipline did not improve and teachers had to punish the same students always

over similar indiscipline cases. Najoli et al. (2019) did not differentiate between various punishment issued to boys and the ones issued to girls. This gave the study a chance to investigate some of the punishments issued to various gender in secondary students in Baringo County. Apart from that, there were concerns to note some of the methods that teachers were using as alternatives to corporal ban so as to instill discipline to students in secondary schools in the region.

Maina and Sindabi (2016) examined what influence did corporal punishment ban have towards shaping the discipline of secondary schools in Nakuru. The target population was 12 secondary schools in Bahati division in Nakuru. The respondents that were sampled included 120 students, head teachers, deputy head teachers and teacher counsellors. Maina and Sindabi (2016) proclaimed that there were unrest challenges after corporal punishment ban by the government of Kenya. This was whereby indiscipline cases went up, there was poor classroom management, performance in academic became low and there was a deterioration in the relationship between teachers and students. Maina and Sindabi (2016) discovered further that teachers did not have a positive attitude towards the ban unlike the students. Maina and Sindabi (2016) concentrated on a sample of 120 form four students only. According to Onsoti (2018), form two students were considered to be the most affected by discipline issues as compared to other classes in secondary schools. This meant that the student's sample was unsatisfactory. The current study used purposive sampling technique to ensure all secondary school classes in Baringo County were included in the study for conclusive findings.

Kosgei (2020) examined how secondary school's academic performance was influenced by student's discipline in Vihiga. The study used 8 deputy principal, 87 teachers and 227

students' sample as respondents. Kosgei (2020) revealed various types of indiscipline issues such as truancy, vandalism, examinations cheating, and failure to complete class assignments by the students. The study explained further that the results of truancy included low morale for school, high drop-out cases, and poor learning aptitudes. Vandalism caused destruction of property, bodily harm and in some cases death. Examinations cheating causes cancellation of results, suspension, missing of more exams and repetition of classes. Uncompletion of assignments resulted to lack of concentration, poor awarded marks and increased anxiety. All these factors were established to cause a negative influence on academic performance. However, in as much as Kosgei (2020) specified that the pre-test study was done on 30 individuals, there was no documentation on how the 30 individuals were selected and their location.

Jacob et al. (2020) assessed various disciplinary practices used by the school administration on students' riots in public secondary schools in Meru. The study's objectives were revealing how the student council was selected and whether the student council was trained towards managing student unrest. The study target population was 17 secondary schools located in Meru County. The target respondents were principals, teachers and students. Jacob et al. (2020) indicated that all secondary schools had student council were majorly selected by principals and teachers. It was established through the study that student council played a significant role on punishing students who were involved in rioting since they are well trained. This enabled them to assist teachers on the kind of punishment the rioting student should get. Jacob et al. (2020) missed out a scenario of how the school administration disciplined a rioting student who was also a member of the student council.

2.2.1 Corporal Punishment ban and Student Discipline

Corporal punishment was a type of punishment that was considered to bring more harm than good to the receiver (Takahashi et al., 2020). That is, it could cause bodily harm or psychological torture to the one receiving it (Suryaningrat et al., 2020). Various types of corporal punishment included verbal insults, humiliation, unprecedented beating and mental blackmail (Masath et al., 2020). Corporal punishment had been on the rise to a point of various nations considering it dangerous and unnecessary towards instilling discipline to the students. There were numerous cases of students being hospitalized, disabled and other killed completely as a result of this practice (Global Initiative to End All Corporal Punishment of Children [GIEACPC], 2012). Much had been debated on what exactly was the thin line that separated a normal punishment and one that was brutal to a student. Studies had been conducted pertaining this issue globally.

In developed nations, a study such as Suryaningrat et al. (2020) investigated what was normally acceptable as far as aggressive behaviors in teachers was considered. The study utilized 203 and 293 teachers and parents respectively. Suryaningrat et al. (2020) found out that a person's ethnicity and previous experiences on violence played a significant role towards teacher's aggressive behavior. What that meant was that a teacher could be violent to students when punishing them simply because of where the teacher grew up from in terms of location and whether that particular teacher was also punished. This revelation by Suryaningrat et al. (2020) missed out on a very critical area of how background checks were conducted on teachers to ensure that they were psychologically fit to practice teaching profession before being employed to various schools. This information would have been provided by an authoritative body such as an education officer who was not included in the

study. This therefore created a need to investigate and know whether the ministry of education in Kenya through an official in Eldama Ravine Sub-County did a background check on new teachers to ensure that they did not cause violent discipline all because they were psychologically disturbed from their previous experiences.

Takahashi et al. (2020) assessed how violent behavior among students in sports could be caused by corporal punishment. The study used 704 undergraduate students who had volunteered in sports in Japan. Takahashi et al. (2020) discovered that undergraduate students who had experienced corporal punishment frequently in their childhood were mean to their colleagues in sports and also their family members. The respondents who experienced corporal punishment agreed that instilling pain to other members of sports when playing enabled them to feel as if justice had been served. It was also evident males suffered more psychologically as compared to female students. Takahashi et al. (2020) concluded that corporal punishment could deter psychological growth of a student causing them to be violent in their future. Takahashi et al. (2020) missed to look into some of the programs put into place by the government to rehabilitate these violent students. This therefore created a gap to establish what were programs put into place in secondary schools in Baringo County to rehabilitate students that had undergone disastrous corporal punishment negatively affecting their psychology.

Turning our attention to Uganda, Ssenyonga et al. (2019) evaluated how trauma and encouraging attitudes towards brutal discipline were linked with school viciousness by teachers in Uganda. Working on a sample of 291 teachers, 702 students from 12 secondary schools, Ssenyonga et al. (2019) discovered that an average of 85% of teachers had used brutal discipline while an average of 90% students agreed to have been brutally discipline.

Shockingly, this brutal discipline was as a result of stress experienced by teachers. That is, if a teacher was traumatized, they violently disciplined students and vice versa. The study did not investigate the cause of teacher's stress and the measures that the teachers' employer has taken concerning the issues raised. Further on, Ssenyonga et al. (2019) skipped on explaining what policies have been put into place by the ministry of education to reduce violent discipline from teachers. This created a need to look into what were causes that would make Kenyan teachers implement brutal discipline in secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

In Kenya, Matofari (2019) examined the opinion of teachers and student pertaining corporal punishment ban in Eldoret region. Matofari (2019) randomly selected 86 and 192 teachers and students respectively. The study found out that support of corporal punishment among teachers depended on level of experience, gender and professional qualification. The less a teacher was experienced and professionally qualified, the more they supported corporal punishment. Matofari (2019) discovered that male teachers were more supportive to the punishment as compared to their female counterparts. Among the students, gender, age and class played a significant role towards supporting this type of punishment. The study should have used purposive sampling method to select teachers. This was because, in any school there was a discipline teacher who was mandated towards giving discipline to students. Therefore, using random sampling could easily miss out on the most critical respondent (discipline teacher) who was more aware of the subject matter. In addition, Matofari (2019) did not consider giving various alternative discipline instilling methods that were being used in schools as a result of corporate ban. The present study considered

looking into various alternative discipline instilling methods that were in use in secondary school located in Eldama Ravine Sub-County, Baringo Kenya.

2.3 School Guidance and Counseling Services for Addressing Student Discipline

Guidance and counseling from a school points of view were the procedures of assisting people realize and accelerate their academic, co-curricular and mental capabilities to attain the top-most happiness and social worth (Kebongo and Mwangi, 2020). Counseling was viewed as an organization and the guide advances an environment that is helpful for change. The counselor's keen listening ability and nonjudgmental mentality helped assemble a restorative collusion, which helped the customer in feeling acknowledged and constructs confidence, advancing good change (Yaman & Derya, 2016). The various key types of counselling services offered by counselors included personal counselling, peer counseling, group mentoring and student- focused intervention (Andegiorgis, 2020).

There were many other diverse types of counseling programs that were tailor made for each institution. In light of this, an effective counseling service program pressed on empathy, develop discrepancy, roll with resistance, and support self-efficacy (Texas Education Agency, 2018). Once the program achieved these qualifications, it helped improve student's discipline in a specific subject matter such as academic performance, hygiene, morals among other areas.

Guidance and counseling programs were more advanced and widespread in developed nations as compared to developing nations such as African nations (Kaplan et al., 2013; Kiweewa et al., 2018). According to Kiweewa et al. (2018), guidance and counseling services were at their initial stages hence very low and not well-funded in secondary

schools in developing nations. In every 10 secondary schools in a developed nation such as America, 8 of them offered guidance and counseling (Kiweewa et al., 2018). While in Africa, only 4 in every 10 secondary schools offered guidance and counseling services (Kiweewa et al., 2018).

In terms of student discipline, studies were conducted pertaining to the relationship that existed between guidance and counseling and student discipline in various institutions. In developed nations, a report by United Nations Children's Fund [UNICEF] (2020b) cautioned that student's discipline could have deteriorated because of long periods through which school going pupils had stayed without attending schools due to covid-19 pandemic. Nations such as America, Europe, China and Kenya were worse hit by the covid-19 pandemic whereby schools stayed more than 3 months without being re-opened in 2020. As part of guidance against further spread especially when students were back to school, UNICEF (2020b) put into focus on the key role through which teachers and counselors would play towards re-shaping the student's discipline and prevention of further spread of the virus. This report came in a time whereby some of the students' parents, guardians and relatives had succumbed to the illness and as a result, the students had low self-esteem and lacked someone to effectively guide them on discipline back at home.

UNICEF (2020b) proclaimed that lack of proper guidance and counseling could lead to students engaging in drug and substance abuse, pre-marital sexual intercourse, theft amongst other indiscipline cases. Therefore, the report gave guidelines on how teachers, counselors, school staff would come in handy towards helping students cope with post covid-19 stress. The present study looked into ways through which counselors and teachers were using to help students cope with post covid-19 stress which was a source of

indiscipline in public secondary schools located in Eldama Ravine Sub-County, Baringo Kenya.

Chandler (2019) confirmed that African American students did not fully utilize counseling services and even when they sought counseling, they did not complete the process of counseling. The study which was conducted in American college students agreed that discipline issues were majorly caused by excessive stress, anxiety and depression. Chandler (2019) shed light that some of the inhibitors of why student did not fully utilize counseling services included, financial constraints, lack of specific counseling services, and mistrust among counselors. The study however, made conclusions based on just one type of race in America; that is, the African American students. Apart from that the study did not specify how samples from both undergraduate and postgraduate students enrolled in the university was selected. This caused the results of the study to be termed as biased and lack randomization. Moreover, it was done among college students. The current study avoided race biasness by giving equal chance to all students to participate in the study regardless of their race or tribes.

Escapa and Julià (2018) did a study on the influences of guidance and counseling programs have on students' academic performance in Catalonia, Spain. The study concentrated on elementary school (4-9 years) mid-high school (10-15 years) and high school (16-18 years). The study found out that counseling improves academic performance, commitment to school program, academic empowerment, mental health and self-esteem. In addition, Escapa and Julià (2018) proclaimed that factors that cause a counseling program to be effective were the counselor training level, duration of counseling, level of students receiving counseling and types of counseling offered. The study used metadata analysis by

combining various past studies which was highly prone to publication biasness (Greco, 2013). The current study collected primary data from the public secondary schools in Eldama Ravine Sub-County, Baringo Kenya to establish the influence of guidance and counseling on student discipline.

Further on, student's discipline was heavily emphasized in Texas whereby various stakeholders such as principals, school counselors, teachers and parents play an important role of ensuring students are well disciplined at all times. In that line of thought Texas Education Agency (2018) published a model for comprehensive school counseling programs. This model provided a framework that could be followed by the various stakeholders to ensure that various students' specific needs are met. Some of the counseling strategies that had been documented are professional identity, direct/ indirect services, individual/group counseling and individual /group guidance. According to Texas Education Agency (2018), school counseling programs could follow the cycle of organizing, planning, designing, implementation and evaluation. The present study sought information on establishing the secondary schools that had complied with the government directive on having counseling programs

Taking an interesting turn, the aspect of how counselors were exposed to realistic experiences during their profession so as to be able to offer reliable guidance and counseling services to curb indiscipline cases remains a problem. In Instabul Turkey, Yaman and Derya (2016) investigated on frequent circumstances and counseling strategies that counselors are often experience in their training and during the first five years of practice. Using a sample of 14 secondary school counselors in private and public institutions, Yaman and Derya (2016) reported technology addiction, poor school system,

choice of profession, sexual preference, trauma, clinical cases, legal cases, violence, peer bullying, substance abuse physical and sexual abuse, family issues, smoking, cases about developmental period and academic problems as some of the most frequent issues counselors get from students.

The strategies used by counselors in their profession were group therapy, seminars, psychodynamic techniques, narrative therapy techniques, techniques, existential therapy techniques, transactional analysis techniques, psychodrama techniques, eclectic approach, cognitive behavioral therapy techniques, solution focused therapy techniques, play therapy techniques, and individual counseling. The study considered 14 counselors located in 14 districts of Instabul in Turkey which were Atasehir, Besiktas, Beykoz, Cekmekoy, Esenler, Bahcelievler, Kadikoy, Eyup, Pendik. According to Turkish Statistical Institute (2015), Instabul had more than 39 districts hence the study did not substantiate how the 14 counselors from the 14 districts were selected from the entire 39 districts.

In developing nations, guidance and counseling function had been perceived differently by various counsellors. Counselors from a nation such as Nigeria considered the educational and career planning dimension as the most important dimension in counseling function (Aluede & Adubale, 2020). Gathering data from 176 school counselors registered in Association of Professional Counsellors in Nigeria, Aluede and Adubale established that counselors considered administrative activities as a suitable role and school development as the least significant part of their practice. Notably, the study considered the registered school counsellors in Association of Professional Counsellors in Nigeria (APCN) and failed to involve counselors who are registered in International Associations for Counselling (IAC). IAC is more established as compared to APCN. When a group of

respondents was not included in a study, the results were considered not exhaustive (Lavrakas, 2008).

A study by Andegiorgis (2020) assessed some of the counselling strategies used to curb cases of indiscipline among secondary students in Eritrea. Andegiorgis observed that the use of counselling services in the country's schools are at their infant stages. The study reported how corporal punishment, mentoring, and student-focused intervention were used to instill discipline within public institutions as compared to private institutions' counterparts. Far from that, personal, group and peer counselling were some of the counselling methods that are reported to be minimally used in Eritrea (Andegiorgis, 2020). This created a gap of assessing the growth stage of guidance and counseling services used in Eldama Ravine Sub-County, Baringo secondary schools.

In Kenya, Kebongo and Mwangi (2020) considered how guidance and counseling teachers were prepared towards delivering effective services in public primary schools in Kikuyu sub-county. The study used a sample size of 31 counseling teachers 93 class teachers and nine head teachers. The indiscipline issues noted in Kikuyu sub-county were student's absenteeism, alcohol and drugs abuse, psychosocial and teenage sexuality issues. This was attributed to very low counseling activities with no formal training in counselling among teachers, huge work load, lack of support from key stakeholders such as the parents, absence of counseling program system, absence of counseling offices and different orientation books. Nevertheless, the study lacked the contribution of students. Negating data from students would result to biased results due to absence of views from main players. In the current study, the views from students of public secondary school were sought accordingly and also involved all the stakeholders such as students and teachers.

Wamugunda et al. (2019) examined students' perspectives on the role of guidance and counseling in improving discipline. The study was based in Kirinyaga County and majored on 13 secondary schools. Out of the 167 sample of students used in the study, the study established that the students had not fully utilizing guidance and counselling services. Wamugunda et al. (2019) argued that due to this revelation, student discipline would not be maintained through use of counselling approach. The study however used simple random sampling method to get the 167 sample of students from the 13 secondary schools. This method was not appropriate compared to stratified sampling technique especially where the population is in different strata. A study could miss out an entire stratum of respondents when simple random sampling method is used (Taherdoost, 2016). The study should have used stratified sampling method so as to sample the students based on which class they were. This study hence used stratified sampling method to categorize students from four one to form four so as to include all the respondents in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

Another study by Salgong et al. (2016) assessed how student's discipline in secondary schools in Koibatek district can be enhanced through guidance and counseling. The study utilized purposive sampling method to come up with 8 institutions, 8 principles and 8 counsellors. The study also used simple random sampling and stratified random sampling to pick 24 teachers and 262 students respectively. It noted serious drawback to counseling program in secondary schools. The study specifically noted lack of legal and policy outline; unavailability of a proficient teacher counselor; overload of work to teachers, hence, leaving little time for the teachers to participate in counselling students; and lack of discussion towards resolving misunderstandings arising between the students and teachers.

2.3 Student Leaders and Management of Discipline in Secondary Schools

Student leadership referred to principles and practices that gave students the chances and backing to discover their voices, to partake in dynamic, comprehend their privileges, and obligations as dynamic individuals (Jensen, 2017). When a school administration gave authority to some students to represent other students and work hand in hand with the teachers for the benefit of the school, they were called student leaders. An ideal student leader in a school had to have reasonable character, confident, and have solid quality relationship with different stakeholders in the school (Blaum, 2019). Student leaders in a secondary school set up included head student, class prefect, dormitory prefect, dining hall prefect, games prefect, entertainment prefects, and compound prefects (Kambuga & Omollo, 2017; Murage, Njoka & Gachahi, 2019; Nyaga, 2018).

Student leadership in secondary schools was majorly done through direct appointment by the teachers but there were few cases where students are allowed to elect leaders of their choice (Kambuga & Omollo, 2017). Accordingly, it was proven that when students' leaders got appointed by teachers, students discipline tended to lag behind (Murage et al., 2019; Nyaga, 2018). This was because students' leaders found it hard to adapt from relating with fellow students as they did before they were appointed. However, when students were elected, they had initially interacted with their fellow students on peer basis and requested for their approval for the position (Murage et al., 2019; Nyaga, 2018) Therefore, students highly respected these leaders so much (Nyaga, 2018).

Literature conducted on student leadership posited on development as an individual who was a student leader and how the development was transferred to the environment around

that particular individual. In developed nations, Zafar et al. (2020) reconnoitered on elements of student leadership development. The study established that student leadership development was vital to constructive societal development in addition to influencing specific student progress. Through leadership development and leadership edification, teachers assisted students to comprehend the environment and inspire them to establish transformation. Leadership was further engrossed on the relations, morals, and skills that needed each student to grow and yearn to discover a means to positively implement them in education structures. This meant that when students leaders embraced growth, they eventually led to improvements on areas that are needy especially in school set-up.

Zafar et al. (2020) used articles dated from 2008 to 2020 to get various useful resources for analysis. Secondary sources were prone to errors and biasness when used to conduct analysis in a study in social sciences. A study would be considered mis-guided when there were multiple errors from past data. The current study assessed the practicality of elements such as relations, morals, and skills towards cultivating discipline among secondary schools' students in Eldama Ravine Sub-County, Baringo Kenya.

Blaum (2019) evaluated how student leaders could be empowered so as to bring positive culture transformation. The study concentrated on American boarding schools as the target population and established that empowerment programs such as character strengths, self-confidence, and high-quality connections were connected to the well-being of student leaders and contribute to their ability to impact positively among students. The three empowerment programs reviewed by the study did not consider an area such as ability to accommodate other parties' opinion. When a student leader could not come to a consensus with other parties such as fellow students and teachers, they would have detached from the

reality and would be working without consultations. This was proved before to contribute towards deteriorating discipline of the students (Ngwokabuenui, 2015); a gap which will be addressed in the current study.

Priyadarshini et al. (2019) assessed the influence of student leadership on academic performance in Indian higher education context. The study collected data from 153 students in higher education. It was concluded that when students became leaders, it had a significant effect towards improving their academic performance and had a higher chance of getting employment after school. This study mainly focused on the academic performance of the students in leadership positions. Issues of academic performance and are outside the scope of this study. However, according to Simba et al. (2016), when student's discipline is improved, it was positively related to academic performance.

Georges and Chen (2018) investigated the struggles which international students faced as they competed towards being elected or appointed as student leaders in America. Georges and Chen (2018) noted that students who had served in leadership roles had challenges such as language barriers, cultural differences, racism, lacked balance between studies and leadership roles, and finally suffered mental stress. The study by Georges and Chen focused on students in one American university which was land grant research institution in the southern United States. This posed a serious limitation since there was less diversity. This was because probably the problems stated in the study were only found in the said university hence biased results. To prove contrary, there was need to incorporate other American universities

Moreover, Jensen (2017) conducted a study in Finland on how student leaders can improve their skills and identity. The study was a case study of Finnish university. Jensen (2017) reported that previous experiences, including prolonged work in a field related to studies, were influential to leadership development, where, students with such experience were more likely to participate in leadership activities in the university. It was clear that older peer role models are influential in recruiting students for leadership activities at the university. The study also found that students' perceptions of the supportiveness of their departments varies greatly and is a factor in their involvement in leadership. The study had two focus groups whereby the first group had 3 participants while the second one had 4 participants. This made the total number of respondents to be 7 who were supposed to narrate their experiences on leadership improvement. Jensen (2017) indicated further that the demographic factors that influenced student leadership were gender, race and sexual orientation. Demographic factors such as age and educational background which played a significant role on the kind of student leadership were not examined (Piawa & Ting, 2014).

In a developing nation such as in Ghana, Azumah (2018) explored how prefects' performance was influenced by orientation programs in Wulugu senior high school. Azumah used a sample size of 33 school prefects. The study revealed that when prefects underwent an orientation program, they became more committed and disciplined hence improving their performance as prefects. The study considered only one type of respondents and left out an informative group such as teacher. Teachers would be in a better place to explain further how the orientating programs were conducted and the content of the programs. The study did not specify which group of prefects were issued with

questionnaires and which other group was interviewed in the study. The present study issued students leaders questionnaires whereas the principal was interviewed.

In Tanzania, Kambuga and Omollo (2017) conducted a study on some of the encounters that student leaders face in secondary schools. The study had 70 student leaders, 6 discipline teachers and 18 other teachers gotten from 6 public and private secondary schools in Arusha. They were selected using purposive and stratified method of sampling. The study established that being a student leader required one to have good discipline, high academic performer and self-confident. These qualities were needed so as to be able to act as an example to other students hence improved discipline. However, some of the issues raised were that student leaders missed classes a lot, did not do class assignments on time, low training of leadership by the students, lack of personal study time and intimidation from teachers that missed classes hence not reporting them to relevant authority. The study did not consider a challenge such as mental fatigue as leaders try to balance between improving their personal academic performance and performing leadership roles given in school. According to Murage et al. (2019), mental fatigue was a major challenge facing student leaders. This aspect would be covered in the current study.

In Kenya, Adongo et al. (2020) examined the kind of relationship that exists between rewards and efficiency of student councils in improving discipline at secondary schools in Bondo. The study used a sample of 491 prefects, 86 teachers, 13 principals, 13 school captains and 15 deputy principals, and established that there was a strong relationship between rewards and efficiency of student councils. That is, when students leaders were issued with various rewards and recognition, they became more effective in their role, and

this had a positive impact discipline among students in school. Nature of rewards offered included trips, parties, meals, material gifts, special privileges and certificates of service.

Nyaga (2018) investigated the weight that student leadership training impacted on discipline management in Kirinyaga east sub-county secondary schools. Data was collected from 10 secondary schools as the target population with 10 principals, 10 guidance and counselling teachers, and 100 students' council as the sample size. The study noted that when student leaders were trained, they positively impacted the same towards shaping the discipline of students in their school. Despite the revelation, the study did not contain a control study to show the results of student's discipline before student leaders training and results after training. In addition, the study did not specify in the pre-test study who were the respondents and how they were selected.

Onditi (2018) considered how the management of discipline of students in Kenyan secondary school was made possible through student leadership. Onditi (2018) began by proclaiming that student leaders were at dark on knowing exactly how their role fitted in improving the discipline of students. The study reported that student leaders could come in handy towards resolving discipline issues among other students hence lowering indiscipline cases in schools. In as much as Onditi indicated that there was a pre-test study where results had Cronbach alpha coefficient of 0.79, there was no indication of where the pre-test study was conducted from, who the respondents were and how they were sampled out.

Nandeke et al. (2017) considered how discipline in public secondary schools in Kenya were enhanced through student's council. Using a descriptive research design and stratified

simple random sampling method, the study came up with a sample size of 365 students, 18 teachers and 9 principles. This study seems to disagree with Onditi (2018) whereby discipline would be enhanced more when student leaders took part in punishing their fellow students. According to Nandeke et al. (2017), when student leaders punished their fellow students, the punished students never took the punishment positively leading to more indiscipline cases. The study did not consider including the school board representative on the reason why the school management had not allowed students participate towards designing various types of punishments. Absence of all parties involved towards framing punishments policy could lead to a biased study. There was therefore need to understand why the school boards do not consider students participation when formulating the punishments policies for various student offences.

2.4 Chaplaincy Services and Student Discipline in Secondary Schools

Needs for psycho-social support for students in secondary school was inevitable. This was because, at secondary school level, most students were advancing to young adult stage from childhood. There was a lot of both physical and emotional changes within their bodies which had to constantly be in line with their academic life. There was therefore need to create a balance to ensure they did not lose out psychologically, physically and also academically. Psychosocial support could take form of counseling services and spiritual services. Chaplaincy was a form of psychosocial support. From school perspective, a chaplain was a person trained as a clergy and mandated by an institution to offer guidance pertaining the general well-being of the direct benefactors of that institution (Amy & Amanda, 2018). In religious schools the role of the chaplain tended to be educational and

liturgical. In secular schools the role of the chaplain tended to be that of a mentor and a provider of pastoral care services.

Chaplains provided care for students by supporting them during times of crisis or need. Many chaplains run programs to promote the welfare of students, staff and parents including programs to help students deal with grief, anger or depression. Chaplains also built relationships with students by participating in extracurricular activities such as breakfast programs, lunchtime groups and sports groups. School chaplains could also liaise with external organizations providing support services for the school. The types of chaplaincy services offered were healing, sustaining, guiding and reconciling (Kagama et al., 2019). A chaplaincy service ought to be morally upright, non-judgmental, realistic, and open especially when rebuking a wrong doing (Otieno, 2018).

Literature in developed nation such as Scripture Union Queensland [SUQ] (2019) examined what input chaplains contributed in schools located in Australia. The study indicated inputs were availability of someone that student could talk to in private for guidance purposes. That is, a religious leader who supported and respected the different religions of students. SUQ elaborated on psychologists' functions which appeared to be quite different from those of a chaplain specifically in schools. That is, chaplains interacted mostly with mental health involvement of students supplementing the other cares accessible to students. There was need to look at the functions of chaplain from a local context and validate the observation reported by SUQ.

Academy for Islam in Research and Society (2019) did a report on the importance of Muslim chaplaincy in Europe and North America. This report noted that Muslim

chaplaincy aimed at offering more care and not just Muslim religion. By use of Koran, a Muslim chaplain guided student on what to do and what not to do at diverse stages in their school life. Academy for Islam in Research and Society (2019) complained that Muslim Chaplaincy had not been a walk in the park especially in Europe and North America. The report which aimed at bringing in religion diversity explains that there had been very low number of trained Muslim chaplains. There was unclarity on whether Muslim chaplains could be functional and supportive towards students in a non-Muslim school.

This was because according to (Islam in Research and Society, 2019), the principles of Muslim were different from other religions hence not being able to articulate universal way of handling indiscipline issues in school. For example, a student who had done wrong such as engaged in fight as a result of revenge would openly challenge a Muslim chaplain on the basis that Muslims fight every day so as to revenge for their dead or injured fellow Muslims. Therefore, the report mainly concentrated on implementation of Muslim chaplaincy in public institutions in Europe and North America but did not look into the readiness of the public institutions students towards accepting Muslim chaplains as their faith-based leaders in their schools. This could lead to students disrespecting Muslim chaplains since they did not value Islam religion. This disrespect accumulated to indiscipline cases of students who did not value authority.

In Australia, Amy and Amanda (2018) explored the values that governed various chaplains in Australian public primary schools. The study interviews 8 school chaplains working in public schools. The respondents agreed that understanding, lenience, attachment, care, empathy, openness, reliability and veracity were values that they held dearly as values. This study provided critical value in school chaplaincy and shown their relevance towards

improving discipline in Australian schools. For example, when a school chaplain provided an environment of openness towards a student, the student took any corrections given by the chaplain positively. If they were in a behavior that was bad such as engaging in immorality, the chaplain had a reasonable ground to directly tell the student that was a sin. Since there was already a friendly environment the chaplain explained further to the student on how they could avoid immorality such as committing more time in volunteering in singing groups among other ways. Amy and Amanda (2018) concentrated only on public primary schools. Amy and Amanda (2018) interviewed only 8 chaplains as the respondents of the study whose number was very low and there was no inclusivity of involving other respondents such as head teachers. Therefore, the current study would have a more reliable number of respondents such as principles, chaplain and other teachers to establish whether chaplaincy services affected student discipline in secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

A report by Kantar (2017) evaluated the chaplaincy program in Australia. Kantar (2017) proclaimed that the program was considered effective towards improving self-confidence, and health family relationships while dealing with domestic relations, intimidation and harassment, loneliness, sorrow and death loss. Kantar (2017) noted that the respondents specifically 1038 parents and 477 principles were not satisfied with the function that chaplaincy had been playing towards moral behaviors of students such as drugs and substances abuse, suicide, racism and pre-marital sex. This was blamed on the fact that there were no trained as psychologists and counselors but spiritual advisers. The report covered Catholic-based schools individual and government sponsored. The study left out views from other schools such as Protestants sponsored schools in the region.

In developing nations such as in Africa, Magezi (2019) gave the synopsis of the genesis of pastoral care and the developments that have taken place. Magezi argued that pastoral care should be a very creative venture whereby the pastors/ chaplains should develop ways into which they could minister to people based on the challenges they were encountering. The study supported holistic documented approaches through which pastors/ chaplains were guided in order to customize solutions to specific problems encountered. These approaches were grouped according to various era. For example, there was need to build schools and hospitals so that missionaries would attract the locals towards the Bible teachings. Once the locals got interested, the missionaries translated the Bible for them to understand in their local language.

However, in the 21st century, pastoral care seemed to have advanced into four areas which were healing from sicknesses and witchcraft; sustaining personal opinion to blend with other people feelings and emotions; guiding of technical skills to improve life and empowerment; and reconciliation of man to God and man to man (Magezi, 2019).

Wambugu (2019) investigated the chaplaincy services and student's all-inclusive progress specifically in Anglican Church of Kenya's secondary sponsored schools. According to Wambugu, chaplaincy had previously been involved in developing academic achievement, but this resulted to increase in indiscipline cases. The study pointed out a disconnect between what chaplaincy services increased cases of abuse of drugs, strikes, and sexual immorality. Wambugu (2019) concentrated mostly on Anglican Church of Kenya's secondary sponsored schools.

According to Kagema et al. (2019) who focused on establishing efficacy of pastoral care in all-round growth of secondary schools in Nyeri County, there were cases of religious

radicalizations, unhealthy relationships, abuse of drugs, early teenage pregnancies among students. The study noted that although there were programs pertaining pastoral care, they have been limited by lack of finances; insufficient commitment of the students; low number of trained pastoral care provider; conflict of interest between a pastoral care provider and guidance and counseling teacher staff; and low emphasis and short-time given on pastoral programs (Kagama et al., 2019). The study worked with a sample size of 68 school management, 68 chaplain and 99 students from the public secondary schools in Nyeri County, Kenya. There was no evidence from the study of the contribution that the ministry of education had done on the matters of pastoral care functions such as curriculum currently in place. Therefore, the present study would consider investigating on some of the policies developed pertaining pastoral care in secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

Otieno (2018) investigated the role that chaplaincy plays towards change of behavior of 35 public secondary schools sponsored by church in Siaya county. The study concentrated on a sample of 4 principals, 4 school chaplains, 4 teachers-counsellors, 272 students, 73 other teachers and 2 church leaders. It found that there were feeble chaplaincy system causing students to harbor thoughts of suicide, engage in premarital sex, abuse drugs and violence. Also noted were unavailability of a body that oversaw the functions of school chaplain at sub-county level; which resulted to chaplains giving out their own judgements, dogmas and mores of the facilitating church which may be different and unsuitable to students of different denominations. The study's respondents did not include an officer such as District Education Officer (DEO) on behalf of Siaya sub-county to establish whether there were any alternatives that the sub-county had issued pertaining to supervision of chaplaincy

activities within the county. The current study would look into the influence which chaplaincy had on student discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya.

Another study by Nyabwari (2016) examined on how students' character in Nyamira county secondary schools particularly ones sponsored by Seventh - day Adventist church can be developed through chaplaincy programs. The study found that there were programs put into place that were closely guided by Ellen G. White's educational philosophy. However, the study seemed to have noticed some of the challenges influencing holistic Christian education and character formation of students. These were lack of funds, under allocation of funds, lack of proper training on chaplains, laxity of the stakeholders, lack of seminars, selectivity of the chaplaincy programs and formalism. Faith-based schools experiences shortcomings such as being inclined towards the principles of the religion under which the institution is founded. Students who did not share the same religious beliefs tend to feel left out and hence forms resistance which generated to indiscipline cases.

2.5 Rules and Regulations and Student Discipline in Secondary Schools

Rules and regulations were code of conduct that guided a group of people in an environment sharing a common goal (Magoslo, 2015). In a secondary school, students who were registered in the institution share a common goal of gaining secondary school education. Since there were various types of students who came from different backgrounds, there was need to set code conducts of do's and don'ts' within the school environment. This helped the student to abide in one acknowledgeable way of doing things

which eventually made it easy to attain common goal. The different types of rules and regulations included examination rules, classroom rules, dinning rules and grooming rules (Maingi et al., 2017). An ideal rule and regulation could be realistic and short so that it was easy to remember for the student; relatable to different environment within the institution, and unique for every institution (Fekadu, 2019).

Different learning institutions had different sets of school rules and regulations that governed the students. The relevance of these school rules and regulations depended on how well the students follow and comprehend them. At the entry in the institution, students were introduced to these school rules and regulations through orientation programs and always being reminded during various meeting such as school assemblies. Various studies had been done on the influence that rules and regulations had on student's discipline.

In developed nations, Fuente et al. (2020) assessed the influence of self-regulations and regulatory teaching on strategies for coping with academic stress in undergraduate students. Fuente et al. (2020) collected data from 944 university students in America. The study discovered that students were facing academic stress due to change in learning process such as online learning and poor time management skills. This online learning required students to abide with school rules and regulations such as decent dressing, observing language and maintaining code of ethics even though they were at home. This stressful situation resulted to students being adamant and very disrespectful to the online teachers since they know the teachers cannot discipline them as though they were physically present. The current study was done in Eldama Ravine sub-county in Baringo Kenya. There was also need to assess the applicability of various rules and regulations on

the indiscipline cases on psychologically disturbed students especially the ones whose close relatives had been affected on COVID-19 pandemic.

A report by Maryland State Department of Education [MSDE] (2019) documented various reforms on student's discipline regulations set up by various learning institutions in Maryland and how that influenced student discipline. MSDE (2019) noted that there were poor regulations whereby pupils such as in 9th grade had been suspended close to one year due to fighting in school; lack of educational follow-ups to students who were in suspension; and long processes of appeals for students who wished to be accepted back to school. MSDE (2019) recommended online teaching for students who were on suspension to avoid them missing out a lot; a timeline set for homework submission by the students and the work reviewed on time; and a timeframe of not more than two weeks of appeal hearing.

Further in developing nations, Fekadu (2019) assessed the influence that school rules and regulations had on perceptions of the students towards improving desirable behavior in Sabian secondary schools in Ethiopia. The study sampled 438 students. It discovered that student awareness on school rules, parent's employment and level of education, civics and ethics played a supporting role towards good behavior of students. Fekadu (2019) concentrated on only one type of respondents who were students. It did not include other key respondents such as teachers and principals who participate in developing of rules and regulations. Therefore, the current study included teachers and principals for a wider scope of responses. In addition, the educational system of Ethiopia was different from the Kenyan educational system.

In Uganda, Matovu (2020) examined various school management mechanisms used in ensuring discipline prevails in upper primary level. A cross-section survey was utilized to obtain a sample of 291 P3-P7 pupils, 40 prefects, 9 teachers, and 9 chairpersons of discipline committee in 11 primary schools. Matovu (2020) concluded that school rules and regulations, control pupils' discipline in upper basic level in primary school. Nevertheless, the study complains of school management not putting more emphasis on proper implementation and monitoring of pupils' compliance with the rules and regulations.

Maingi et al. (2017) investigated the impact that formulation of rules in schools play towards improving the discipline of students in Makeni county public secondary schools. The study sampled 100 principals, 387 teachers and 398 students who were sampled using stratified and simple random methods. Maingi et al. (2017) found out that rules' formulation had a positive relationship with increase in student's discipline. Despite that, the study further gathered that students were not involved in rules formulation hence frequent student unrest. The current study therefore inquired on whether students were normally involved in formulation of rules and regulations in their respective secondary schools.

In Butere sub-county, Kenya, Magoslo (2015) carried out a study considering the effect rules and regulation have on student's aggressive behavior in Butere sub-county secondary schools. The study utilized 8 deputy principals, 32 teachers and 40 students in the 8 selected secondary school. Magoslo (2015) discovered that students did not follow rules and regulations and were engaged in issues such as stealing, fighting, arguing and obliteration of school property. Adding to that, it was established that rules and regulations did not

accommodate different ages of the students and there was evidence of non-involvement of students in formulating rules and regulations. The study looked into various rules and regulations which were violated, aspects of rules and regulation that affect student aggressive behavior; and other related determinants that affect student aggressive behavior. However, Magoslo (2015) did not examine the causes of failure to follow these rules and regulations.

2.6 Summary of Research Gaps

The past literature that was reviewed on guidance and counseling came out clearly that on the one hand, students did not fully utilize counseling services due to financial constraints, lack of specific counseling services, and mistrust among counselors. On the other hand, counselors had expressed some of issues that students face such as technology addiction, violence, peer bullying, substance abuse physical and sexual abuse, family issues, smoking, cases and academic problems.

The studies reviewed pertaining to the student leaders and management of student discipline, proved that gaps emanating from language barriers, cultural differences, racism, lack of balance between studies and leadership roles, and finally mental stress had been affecting student leadership from performing effectively. There were raised issues such as that student leaders missing classes a lot hence not being able to guide their fellow students on academic discipline and lack of training of leadership.

The studies reviewed on Chaplaincy services found out that there was feeble chaplaincy system causing students to engage in premarital sex, abuse drugs and violence. This system had attracted low satisfaction towards shaping moral behaviors of students. Also,

unavailability of a body that oversaw the functions of school chaplain at sub-county level had resulted to chaplains giving out their own judgements, dogmas and mores of the supporting church which could be different and unsuitable to students of different denominations.

In considering various studies done on rules and regulations, there were poor regulations whereby pupils had been suspended close to one year due to fighting in school; lack of educational follow-ups to students who are in suspension; and long processes of appeals for students to be accepted back to school. There were numerous complains of school management not putting more emphasis on proper implementation and monitoring of pupils' compliance with the rules and regulations; students were not involved in rules formulation hence frequent student unrest. Students also did not follow rules and regulations and engaged in issues such as stealing, fighting, arguing and obliteration of school property. Students were facing academic stress due to change in learning process such as online learning and poor time management skills.

2.7 Theoretical Framework

This study was guided by cognitive behavioral theory, Contingency theory and Bandura self-efficacy theories. Cognitive behavioral theory informed the guidance and counseling and chaplaincy services variables of the study. Contingency theory informed student leadership variable in the study. Bandura self-efficacy theory informed rules and regulations.

2.7.1 Cognitive Behavioral Theory

Cognitive behavioral theory was developed by Beck in 1960's (as cited by Bordin, 2015). Cognitive behavioral theory stated that a person's perception on a situation affected their emotional behavioral reactions towards the same situation. That is, it advocated for progression through which thoughts of an individual were developed for better and more productive thinking. For example, on the one hand, if a student did not like a particular type of food in school because the first time, they tasted it was awful, this would influence how disappointed they would be when offered that particular type of meal in school. However, on the other hand, if they tasted the same type of food and the cooking was excellent, they could change their previous negative emotions to positive ones. This theory offered direction on how negative emotions and attitudes that a person had, could be gradually turned into positive emotions. Students from diverse discipline backgrounds came to school to learn. Their diverse discipline backgrounds could negatively or positively affect how they conducted their learning process.

This theory was adopted in this study because various stakeholders such as the government through the ministry of education, teachers and chaplains were expected to ensure that the learning process was not affected due to poor discipline from students. These stakeholders played different roles which were aimed at ensuring that students get acquainted with what was expected of them in the learning process. When a new student joined a school, teachers exposed them to rules and regulations to which they were expected to abide. One item covered in the orientation were kind of punishments applied in handling different offenses; in many cases a student was given a copy. When a student read and understand the rules, they modified their behavior so as to fit in the school environment.

The school chaplains often read the Bible or the Koran during assemblies to enhance student's religion and also connect religion to good discipline. Chaplains categorically pointed out various virtues that were expected from the students and various vices that they should eliminate. However, on one hand, when a student needed deeper understanding on religion matters, they were permitted to book an appointment with the chaplain. On the other hand, if a student needed more of psychological guidance such as understanding their bodily changes as a boy or girl; depression; drugs and substance abuse, they were permitted to consult a guidance and counseling teacher. This form of discipline was referred to as supportive discipline.

Cognitive behavioral theory was previously been used by Margaret (2019) in elaborating how marijuana use could be prevented using counseling discipline alternative. In situations where the school administration had given both the preventive and supportive cognitive behavioral disciplines and the student's behavior was still not changing, a corrective discipline was applied. This was where the student would be punished for any wrong doing committed. These punishments varied depending on the nature of offence committed such as being suspended, fined, told to clean a classroom, verandah or even expelled. All these levels of discipline were adopted to ensure that as a student was completing their studies in the school, their behaviors would be molded from negative to positive and productive.

Cognitive behavioral theory was criticized by Bernecker et al. (2016) on ground that it was not applicable to an individual with a more complicated mental issue or learning disabilities. This meant that for the theory to stand, a student should be mentally stable. Looking at the Kenyan education system such as secondary schools, there were student who were blind, crippled and mentally challenged but they went through the same

education system. Therefore, complication in terms of mental and learning disabilities of the student did not negatively influence the ability of the same student's discipline. This was because a student perception on an indiscipline case such as smoking could be enhanced when he or she did not see other student smoke in school.

2.7.2 Contingency Theory

Contingency theory was advanced by Fiedler in 1964. It was critical and guided in understanding student leadership variable in the current study. The theory stated there was no best way to organize, lead or make decisions in an organization. The theory elaborated that a leader's function was defined based on the personality or relations with others and the situation at hand. That is, there was normally no excellent way of leading. A leader could adopt various types of leadership skills based on who they were leading and the environment they are operating from.

This theory provided insights on how involvement of student leaders in decision making influenced student discipline in schools. Student leaders were either appointed by the school management or elected by the students depending on the culture of each school. Once in the office, they were supposed to act as link between the students and teachers in the school. The task of striking a balance between pleasing teachers and pleasing students borrows more from contingency theory. A student leader was always tasked with a responsibility of making sure no party represented was being hurt from the decisions made. For example, on one hand, a student strived to ensure that students opinions were passed to various teachers in the school. On the other hand, a student leader did not tolerate any form of indiscipline from the students end.

This categorically showed that a student leader utilized various leadership styles depending on who they were relating with and what environment they are in. For example, if a student leader found his fellow students sneaking out of school at night, the leader exercised his/her authority and force them to go back to school and later report them to the teacher on duty the following day. In this case, she/he would have represented the teacher's interests in the scenario. The leader could not condone any indiscipline case simply because they were students like him/her. However, when a student leader was involved in decision making at a staff meeting, they ensured that they raised their concerns in a respectful manner no matter how harsh the impending decision is. Getting temperamental could cause his /her opinion to be rejected hence students do not get represented.

This theory was however criticized in that it did not offer any explanation on how individuals became more effective leaders in some situations more than others (Schoonhoven, 1981). For example, in case of a student rampage due to a movie night in school, it would be hard to explain how a student leader like a school head prefect would make students cool down faster as compared to entertainment prefect. However, since there was no best way to lead, effectiveness of leadership was based on the level of influence that leader had on the subjects.

2.7.3 Bandura Self-Efficacy Theory

Bandura self-efficacy theory was established by Bandura (1982). This theory postulated that a person's belief in their self-potent of achieving a specific goal played a great role towards achieving that goal. However, if a person did not have a belief of self-potent in achieving a goal, they did not achieve the goal. This theory helped to understand intrigues

on rules and regulations as measures to achieve discipline among students of secondary schools. Bandura (1982) advocated for an inner push towards ensuring tasks were completed as opposed to outer push by someone else so as to complete a given task.

This theory was adopted in the study to emphasize that students did not have to be punished violently so that they could be disciplined. If a student had not yet made up their mind towards improving their discipline, no amount of punishment could make them change. It was therefore of essence that teachers looked for alternative ways of guiding towards discipline development such as rules and regulations, utilizing motivational speakers, guidance and counseling, use of chaplains, involving parents in a student's education matters among other ways. The more students listened and got engaged to various alternative stakeholders, rules and regulations the more they at one point made a decision to improve their discipline.

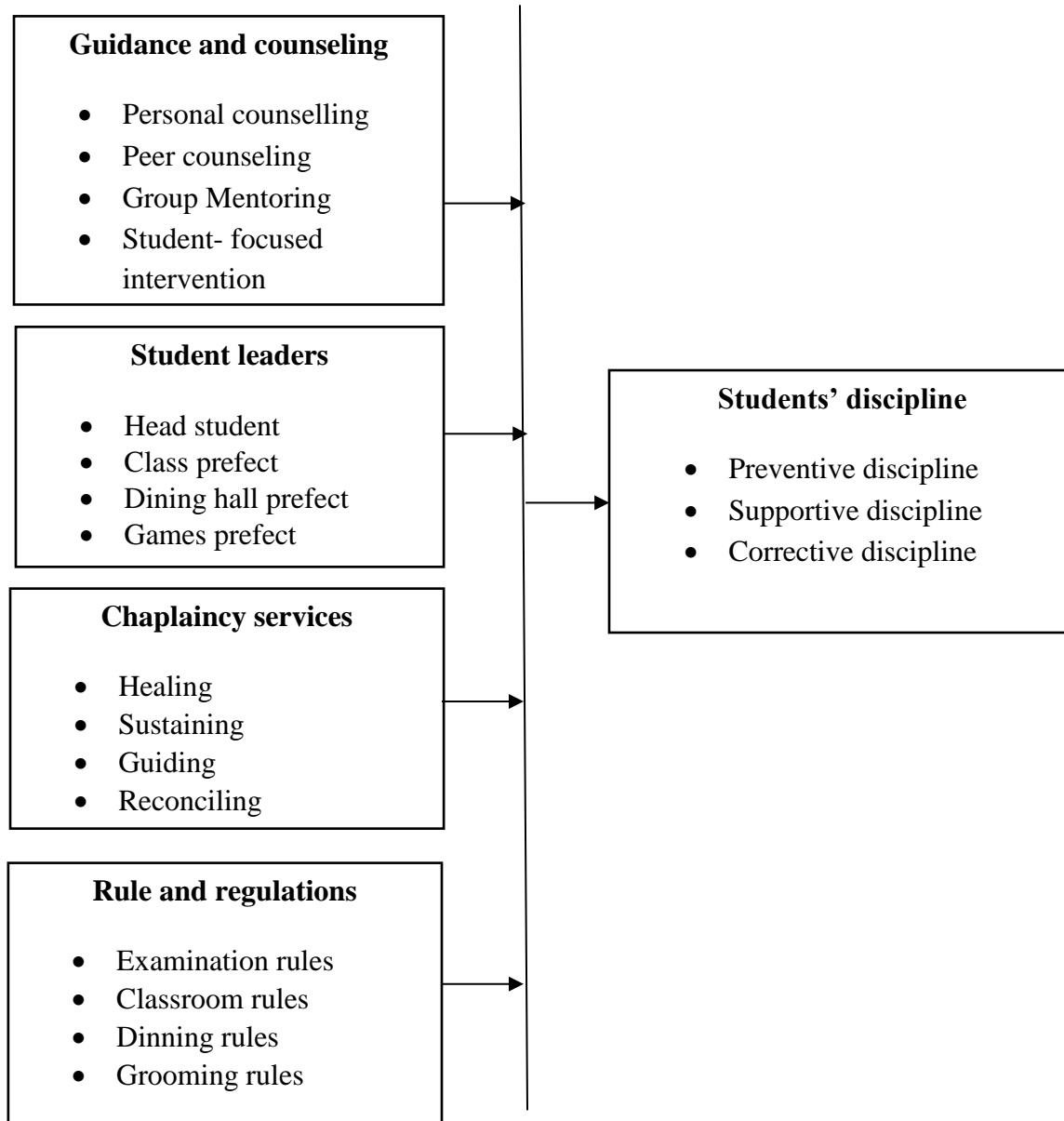
Bandura self-efficacy theory was used before in a study such as Wamugunda et al. (2019) in explaining how discipline management could be done using guidance and counseling. Lessons learnt implied that a student could only out of personal decision decide to seek for guidance and counseling, chaplaincy services among other services. Teachers could always create avenues that were student centered to be able to attract them towards wanting to change their negative behavior. When discipline was forced, it became dangerous not only at physical level but also at psychological level and was detriment to the future of the student (Takahashi et al., 2020; Temple et al., 2018). This theory was criticized by Durkin (1995) in such that it ignored the biological aspect such as some character traits being inherited. This limitation would not affect this study because discipline was acquired by learning and not inherited (Wayson, 1985).

2.8 Conceptual Framework

The conceptual framework shown in Figure 2.1 provided relationship of the variables of the study. The variables of the study were the dependent and independent variables. The dependent variable was the student's discipline. It was located on the right side of Figure 2.1. The independent variables were located on the left side of Figure 2.1. They included guidance and counselling, student leaders, chaplaincy services and corporal punishment ban.

Figure 2.1

Conceptual framework



Independent variables

Dependent variable

The dependent variable which was the student's discipline had various elements such as preventive discipline, supportive discipline and corrective discipline. The independent variables located on the left side had various elements. Under guidance and counseling,

there were elements such as personal counselling, peer counseling, group mentoring and student- focused intervention. Under student leaders' indicators such as head student, class prefect, dining hall prefect and games prefect were considered. Under chaplaincy services, there were indicators such as healing, sustaining, guiding and reconciling.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the procedures that the study would take to ensure that data was collected in a reliable manner to achieve the objectives of the study. It involved indicating the research design used, location of the study, target population, sampling technique, data collection tools, data collection procedures, reliability, pre-test of the study, data analysis and ethical consideration taken during data collection process.

3.2 Research Design

A research design was the approach used to conduct a study in which a reasonable plot was undertaken to handle the objectives via collection of data, interpretation, analysis and discussion of the findings (Sileyew, 2019). It was a framework that guided on research methods applicable to the study. In this study, descriptive survey research design was applied. This was because descriptive survey research design was a method used when describing the characteristics of the population being investigated (Sharma, 2019). This meant that the study would be able to examine the nature of student discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya as influenced by involvement of student leaders in decision making, chaplaincy services, guidance and counseling services, and rules and regulations. Descriptive research method would ensure that data was collected without interfering with the normal operations of the respondents.

Various previous studies such as Jacob et al. (2020) used similar research design when examining how students in public secondary schools in Meru county's unrest management was being affected by various discipline management practices introduced in the schools. Kagema et al. (2019) also used descriptive research design when investigating the efficacy of chaplaincy towards the general growth of Nyeri county secondary school students.

3.3 Location of Study

A location of a study was a description of the specific area from where data is collected for analysis and interpretation so as to underpin the objectives of the study (Shorten & Smith, 2017). The study was carried out in Eldama Ravine sub-county in Baringo Kenya. Baringo county was one of the counties in Kenya with a very high number of secondary school students drop out rate of 35,596 and a fairly low enrollment rate of 45.3% (National Council for Population and Development [NCPD], 2017). According to NCPD (2017), this drop-out rate was attributed to high female genital mutilation [FGM], drug and substance abuse, high poverty rate, lack of guidance and counseling, and premarital sex leading to teenage pregnancies and sexually transmitted diseases [STD].

Eldama Ravine was one of sub-counties of Baringo County that was most highly populated as compared to other sub-counties in Baringo (Kenya National Bureau of Statistics [KNBS], 2019). It comprised of 65,295 males while females were 64,238 making a total of 129, 535 people. Almost half of its population (55, 856 people) were currently enrolled to various learning institutions in Baringo county. However, there was evidence of low completion rate by students in secondary schools in Eldama ravine sub-county as compared to other sub-counties in Baringo County (KNBS, 2019). For example, out of 55,879

(28,189 males and 27,689 females) who said that they had completed primary school education, only 28,505 (14,625 males and 13,877 females) indicated that they had completed secondary school education (KNBS, 2019). Marete (2016) pointed out clearly that there was a positive relationship between low completion rate and high indiscipline cases in Eldama ravine.

KNBS (2019) and NCPD (2017) noted that half of students who had completed primary schools in Eldama ravine sub-county did not complete secondary school's education. This was partly attributable to various factors such as poverty, FGM, teenage pregnancies, drugs and substance abuse, negative peer influence, increased boda boda businesses leading to high school drop outs, expulsion due to frequent disciplinary issues and lack of educational role models (KNBS, 2019; NCPD, 2017). According to NCPD (2017) when student discipline was wanting, the above cases were inevitable which led to low completion rates.

3.4 Target Population

The target population was referred to the unit of analysis a study utilized when collecting data (Mohajan, 2018). The study's target population was 14 public secondary schools in Eldama Ravine sub-county in Baringo Kenya. The respondents were 14 principal/ deputies, 215 teachers, 25 counselors, 14 chaplains and 4,515 students. The total respondents of the target population were 4783. These respondents provided valuable information related to the objectives of this study amicably.

A principal/ deputy principal was personnel in charge of a secondary school. A teacher was any employee of the secondary school whose responsibility was teaching specific subjects as stipulated in the curriculum by the ministry of education and also ensuring

students-maintained discipline both in and out of classes. A counselor was the personnel in charge of guidance and counselling in the school. A chaplain was the person in charge of spiritual responsibilities such as directing preaching and conducting services in school. A student was any individual within the school premise that was enrolled for secondary education curriculum. Table 3.1 indicated the study's target population.

Table 3.1*Target Population*

	Public secondary Schools	Principal/ Deputy	Teacher	Counselor	Chaplain	Student	Total
1	Baringo High Sch	1	50	4	1	1,020	1076
2	Saos High Sch	1	14	3	1	546	565
3	Poror High Sch	1	21	3	1	520	546
4	Timboroa Sec Sch	1	11	2	1	225	240
5	Maji Mazuri Girls Sec	1	28	2	1	476	508
6	Toniok Girls Sec	1	14	2	1	392	410
7	Kiptoim Sec Sch	1	11	1	1	184	198
8	Kapcholo Sec	1	4	1	1	75	82
9	Sabatia Sec Sch	1	14	1	1	178	195
10	Arama Sec	1	10	1	1	125	138
11	Benonin Sec	1	9	1	1	108	120
12	Mumberes Girls' Sec	1	11	1	1	115	129
13	Sigoro Sec	1	10	2	1	289	303
14	Tolmo Sec Sch	1	8	1	1	262	273
	Total	14	215	25	14	4,515	4,783

Source: Ministry of Education- Kenya (2019)

3.5 Sample and Sampling Techniques

A sample was a representative number that was used in a study relative to the whole target population (Mohajan, 2018). The study selected principals, counsellors and chaplains

through census method. This was because their number was not huge as compared to the rest of the respondents such as teachers and students. Teachers were sampled using simple random sampling method. This sampling method was used to get 20 percent of the entire number of teachers from the target population to retain a sample of 43 teachers (Khan, 2020).

The students were first sampled using stratified sampling method. This involve grouping the students into four different strata which were form one, two, three and four. This helped the study to have fully covered all students in the school. The study then used purposive sampling technique to only include students who were class prefects for uniformity. This was because in every secondary school, class prefects were mostly present as compared to other types of prefects. For example, in a day secondary school, a dorm prefect was not present as compared to boarding secondary schools. The sample size of the study was 14 principals, 43 teachers, 25 counselors, 14 chaplains and 76 students. This formed a total sample size of 172. Table 3.2 gives the sample size of the study.

Table 3.2*Sampled Population*

	Public secondary Schools	Principal/ Deputy	Teacher	Counselor	Chaplain	Student	Total
1	Baringo High Sch	1	10	4	1	12	28
2	Saos High Sch	1	3	3	1	8	16
3	Poror High Sch	1	4	3	1	8	17
4	Timboroa Sec Sch	1	2	2	1	4	10
5	Maji Mazuri Girls Sec	1	6	2	1	8	18
6	Toniok Girls Sec	1	3	2	1	4	11
7	Kiptoim Sec Sch	1	2	1	1	4	9
8	Kapcholoi Sec	1	1	1	1	4	8
9	Sabatia Sec Sch	1	3	1	1	4	10
10	Arama Sec	1	2	1	1	4	9
11	Benonin Sec	1	2	1	1	4	9
12	Mumberes Girls' Sec	1	2	1	1	4	9
13	Sigoro Sec	1	2	2	1	4	10
14	Tolmo Sec Sch	1	1	1	1	4	8
	Total	14	43	25	14	76	172

3.6 Data Collection Instruments

Data collection instruments were the various ways through which a study gathered data from the sampled respondents. This study used both self-administered questionnaires and interview guides to collect data. These two tools were discussed below.

3.6.1 Questionnaire

There were two sets of self-administered questionnaires that were used in this study. One self-administered questionnaire was answered by teachers, counselors and chaplains while the other questionnaire was answered by students. Self-administered questionnaires were used before in related studies such as Maina and Sindabi (2016) who examined the influence of corporal punishment ban in shaping the discipline of secondary schools in Nakuru. The respondents that were sampled included 120 students, head teachers, deputy head teachers and teacher counsellors. Students and teacher counsellor answered two different questionnaires while head teacher and their deputies were interviewed. A previous study such as Kosgei (2020) examined how secondary school's academic performance is influenced by student's discipline in Vihiga. The study used 8 deputy principal, 87 teachers and 227 students' sample as respondents. 8 deputy principals were interviewed while teachers and students had different set of questionnaires to fill in.

In the current study, two questionnaires that were used, had six sections namely A, B, C, D, E, & F. Demographic information about the respondent was asked in section A. While section B comprised information concerning the influence of guidance and counseling on improvement of student discipline. Section C sought to find out information concerning the influence of student leaders on improvement of student discipline. Section D comprised

inquiries concerning the influence of chaplaincy on improvement of student discipline. Section E also sought to get information concerning the influence of rules and regulations on improvement of student discipline. Section F enquired the information concerning student discipline. They questionnaires had 5-scale Ordinal Likert Scale. The 5 scale involved options with 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree. However, the nature of questions asked were different for each questionnaire as shown in Appendix III and IV showed the questionnaires that were uniformly applied on specific respondents.

3.6.2 Interview Guide

School principals/deputies were interviewed in the study. In the Interview guide, the study inquired various interview questions. Demographic information about the respondent was asked in section A. The other parts were similar to sections of the questionnaires in 3.6.1. The study therefore referred to gaps identified on literature review in chapter two when framing the questionnaire and interview guide on guidance and counseling, student leaders, chaplaincy, rules and regulations and student discipline in public secondary schools in Eldama ravine sub-county, Baringo-Kenya.

3.7 Data Collection Procedures

Data collection procedure was the process through which data was collected in a systematic and reliable way in such that if the same procedure is repeated in future, it would lead towards obtaining the results. The study was assisted by three research assistants who collected data through two sets of questionnaires and also conducted interview. The study consulted the services of three experienced research assistants (graduates) on secondary

school education. These research assistants were trained on confidence, presentation and high-level articulation of the questions. This training was done within a day to test these skills.

Before embarking on the data collection process, the researcher first got approval from Kenya Methodist University (KeMU) through an introductory letter issued by the postgraduate department (see appendix VI). This letter was used to apply for a research permit from National Commission for Science, Technology and Innovation [NACOSTI] through online application (See appendix VII). Once the application was successful and a research permit issued, then the data collection process commenced. During data collection, the research assistants ensured that all ministry of health protocols issued on COVID-19 were maintained such as social distancing, wearing masks and always sanitizing research materials such as pens.

3.7.1 Procedures for Administering Questionnaires

Research assistants first visited the school office to request for authorization from the school heads (see appendix I). Once authorized to carry out the study, the research assistants then requested the school head to direct them on how to identify the study's respondents such as teachers, counsellors, chaplains and class prefects. Once they identified the target population, the research assistants then begin the procedure of introducing themselves on who they were and the purpose of the meeting. This was done through issuing the respondents an introduction letter as indicated in appendix II. They informed the respondents that the process of answering the questionnaire was voluntary.

The study was issued one type of questionnaires to students (see appendix III) and the other set of questionnaires to teachers, counselors and chaplains (see appendix IV). The study waited for the respondents to fill in the questionnaires so as to pick them. However, in case a respondent did not have time to fill in the questionnaires at that moment, the study research assistants gave a period of one week in which they would go and pick the filled in questionnaires. Once the questionnaires were filled, the research assistants checked to ensure that all parts of the questions are filled. After all the questionnaires all corrected, they were stored in a safe place as they await further analysis.

3.7.2 Procedures for Administering Interview on Principals

The process of conducting interviews was also done to the principal or their deputies. The research assistants decided on alternate basis per school on who should interview the respondent. The responsible interviewer requested the school principal or deputy principal whether they had time to be interviewed guided by the interview guidelines in appendix V. In addition, all the research assistants noted down the responses of the interviewee so as to combine them all together for exhaustivity in case the lead research assistant missed out on something vital. Once an interview was completed, the lead interview thanked the respondent

3.8 Pre-testing of Research Instruments

Before the main study was conducted, the study pre-tested the tools to ensure that they were valid and reliable. Pre-test of instruments was conducted in Batolimo boys' high school which was a public secondary school in Baringo North Sub- County. This was because there had been an outcry of a lot of students leaving their learning institutions

without completing their secondary school education. This had been evidenced by the huge number of people specifically 12,943 who have been unable complete their secondary education (KNBS, 2019). This was the second highest number after Koibatek (18,522) whose capital town was in Eldama ravine. Baringo North sub-county was also located in Baringo County. The area had also been experiencing high indiscipline cases among secondary school going students leading to immature withdrawal from the schools (Marete, 2016).

Conducting a pre-test study resulted to honest responses on how student discipline had been affected by the alternatives to corporate ban punishments. The respondents were 4 students, 1 deputy principal, 3 teachers, 1 chaplain and 1 guidance and counseling staff of Batolimo boys' high school. Students were sampled using purposive sampling method whereby only the class prefects in each class were selected. That is, 4 prefects from form one to form four. Teachers were sampled using simple random method while deputy principal, chaplain and guidance and counseling staff were selected using census method. The students were issued with a different self-administered questionnaire from the questionnaire issued to teachers, chaplain, and guidance and counseling staff. The deputy principal was interviewed also.

3.9 Reliability of Research Instruments

Reliability was the process of ensuring steadiness of study's instruments results in a study. That is, ensuring that the instruments gave out results that were consistent and could be repeatedly gotten under similar settings (Taherdoost, 2016). There were different ways of measuring how reliable research instruments were. These included internal consistencies, Cronbach alpha coefficient and interrater reliability (Taber, 2018). This study used

Cronbach alpha coefficient in assessing the reliability of the study's instruments (Taber, 2018). For reliability of the study's instrument to stand out, the Cronbach alpha coefficient should be above 0.7 to 1. However, if it was below 0.7, the results showed that there was a problem on reliability of the instruments in articulating the objectives of the study.

3.10 Validity of Research Instruments

Validity was the process of ensuring that a research instrument measures what it was intended to measure (Kothari & Garg, 2014). This meant that for example when a questionnaire was used in the study, the results gotten would be able to measure whether student's discipline was influenced by various aspects such as chaplaincy, student leaders' involvement in decision making and guidance and counseling. If the questionnaire did not relate to these areas, then it was invalidated. To precisely validate research instruments, a study considered face, content and criterion types of validity. Face validity was ensured when the study dwelt on issues surrounding alternatives to corporal punishment ban and how these alternatives had been influencing student discipline (Kothari & Garg, 2014).

Content validity was ensured by making sure that the questions asked in the questionnaire related to student discipline, guidance and counseling, chaplaincy, student leaders' involvement in decision making process, and rules and regulations in secondary schools (Kothari & Garg, 2014). Criterion validity was ensured when this study's results were compared to what previous studies had ever gotten in relation to student discipline, guidance and counseling, chaplaincy, student leaders' involvement in decision making process, and rules and regulations in secondary schools (Kothari & Garg, 2014). In case of a discrepancy, the study explained further on the reason behind the differences.

3.11 Data Analysis and Presentations

This study analyzed both quantitative and qualitative data. Quantitative data involved analyzing the two sets of self-administered questionnaires used in the study. Qualitative data involved analyzing the interview responses gotten from the principals/deputies. The precise analysis procedure was explained in section 3.11.1, 3.11.2, and 3.11.3.

3.11.1 Analysis of Quantitative Data

The two sets of questionnaires which were answered, were cleaned and sorted to ensure only complete ones are used. Using a Statistical Package for Social Sciences (SPSS version 25), various variables were accorded different codes for easy analysis. Once coded, various types of analysis were conducted, these tests began with diagnostic tests such as normality, linearity, multicollinearity, heteroskedasticity and autocorrelation. These tests are relevant in eliminating any type of biasness in the data being analyzed. By undertaking these tests before formal analysis aided in establishing the suitability of the collected data on satisfying various analysis assumptions.

Later on, analysis conducted included descriptive statistics such as frequency, percentages and medians. Median measures the central value of data set. Frequency shows how many times has specific response taken place. Percentages are used when the study wishes to know how many respondents have given a type of response. Once that was done hypothesis testing was conducted through model summary, analysis of variance (ANOVA) of each independent variable. Lastly a combined model summary, analysis of variance and regression coefficients was conducted to derive values to the model of the study. The model of the study included:

$$Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where:

Y = Student discipline

C = Constant

β = slope coefficient of independent variables

X₁ = Guidance and counseling

X₂ = Chaplaincy

X₃ = Student leaders

e = error

3.11.2 Analysis of Qualitative Data

Interview data was analyzed using content analysis technique. That is, the responses derived from the interview responses were first given special codes so as to identify similar kind of responses across all the interview responses. Thereafter, the study looked for patterns of responses that looked similar across the interview responses. Once identified, they were grouped into different themes and be used to generate report. This report was now used to explain the findings that were reported in this study.

3.11.3 Measurement of Variables

Guidance and counseling were measured in both questionnaires and interview methods. In both questionnaires, it measured using 6 sentiments while on the interview guide it measured using 3 sentiments. These questions were derived from the gaps identified in literature review in chapter two. Student leaders' variable was measured in both questionnaires and interview methods. In both questionnaires, it was measured using 6

sentiments while on the interview guide it was measured using 3 sentiments. These questions were derived from the gaps identified in literature review in chapter two. Chaplaincy was measured in both questionnaires and interview methods. In both questionnaires, it was measured using 6 sentiments while on the interview guide it was measured using 3 sentiments. These questions were derived from the gaps identified in literature review in chapter two. Rules and regulations were measured using both questionnaires and interview methods. In both questionnaires, it was measured using 6 sentiments while in interview guide it was measured using 4 sentiments. These questions as well were derived from the gaps identified in literature review in chapter two.

3.12 Ethical Considerations

The study first got an approval from KeMU through an introductory letter (appendix VI). This enabled the researcher apply for NACOSTI research permit (appendix VII). This research permit was used to seek for authorization from the various public secondary school in Edama Ravine sub-county in Baringi County (appendix I). Apart from that the various respondents were issued with an introduction letter explaining the purpose of the required data (appendix II). The filling in of the questionnaire and participation in the interview was voluntary and incase the respondent was not willing; the research assistants did not force them. The research assistant explained to the respondents that the data collected was for academic purposes only.

Data collected was anonymous in that, the identity of the respondents was not revealed. The research assistants emphasized on not writing their personal details in the questionnaires such as names, telephone numbers and addressed. In addition, due to COVID-19 pandemic, the research assistants emphasized on strict following the ministry

of health protocols such as social distancing, wearing masks, sanitizing various research material such as pens and hands before and after usage. High code of ethics was maintained when analyzing data. There was no fabrication of data or use of unreal data when analyzing it. In the course of documenting this document, all sources consulted were acknowledged through proper in-text citation and as well as being referenced according to APA 7th edition format. In conclusion, once data was analyzed, the questionnaires and interview responses were stored in a safe place.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The presentation of the results is guided by the research objectives. The purpose of the study was to assess efficacy of alternatives to corporal punishment as measures for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. The chapter starts by presenting the findings on reliability followed by the response rate. Later on, the study was subjected to diagnostic tests such as normality, linearity, multicollinearity, heteroskedasticity and autocorrelation test. Thereafter, descriptive statistics results on each objective are presented. The results on hypothesis testing are also presented and lastly, a combined model summary, comprising model summary, analysis of variance and regression coefficients was conducted to examine the overall model of the study.

4.2 Reliability Test

In the first instance, this study had to ensure that the research instruments used were consistent and could be repeatedly gotten under similar settings. This was done through subjecting the pre-test study results on Cronbach Alpha test.

Table 4.1

Reliability Results

Instrument	Cronbach's Alpha	N of Items
Student questionnaire	0.76	4
Guidance and counseling staff, teachers, and chaplain's questionnaire	0.96	5
Interview guide	0.82	1
Average	0.85	

From the Table 4.1, it was evident that the student questionnaire had a Cronbach alpha of 0.76. Guidance and counseling staff, teachers, and chaplain's questionnaire had a Cronbach alpha of 0.96 while the Interview guide had a Cronbach alpha value of 0.82. Taber (2016) asserted that for reliability of the study's instrument to stand out, the Cronbach alpha coefficient should be above 0.7 to 1. Table 4.1 gives the results gotten.

4.3 Response Rate

The study originally intended to interview 14 principals, however, 8(57%) of them agreed to be interviewed. The reason given for the other 6 principals was because of tight work schedules.

The study generally issued 172 questionnaires to all the respondents. The overall returned questionnaires in total were 122 (71%). Out of the 82 issued questionnaires to teachers, counselors, and chaplains, 56 (68%) questionnaires were returned. Out of 76 questionnaires issued to students, 66 (87%) were returned. According to Saldivar (2012), when response rates are above 60%, they are considered adequate, while above 70%, they are considered very good.

4.4 Demographic Information

The study's first questions were related to the personal information on all category of respondents. On the main respondents who were students, the study asked question on their gender and classes. According to Nduagbo (2020), the male gender tends to be more undisciplined as compared to the female gender. This hence makes teachers punish males more than female students. In light with this revelation, it was necessary to establish whether gender really mattered on discipline in Eldama Ravine Sub County in Baringo. In relation to class, Kimani (2013) named the class level of a student as a factor that gives them motivation to become indiscipline in secondary school. Therefore, there was need to examine how the class in Eldama Ravine secondary schools contributed towards discipline. Table 4.2 gives the results issued by the students.

Table 4.2

Demographic Information on Students

Gender	Frequency	Percent	Cumulative Percent
Male	32	48	48
Female	34	52	100
Total	66	100	
Class	Frequency	Percent	Cumulative Percent
Form one	27	41	41
Form two	17	26	67
Form three	16	24	91
Form four	6	9	100
Total	66	100	

According to Table 4.2, most respondents were female 34(52%) while males were 32(48%). From these results, it meant that males were more reluctant to respond to the

questionnaires as compared to females since they felt more like an interrogation towards their discipline levels which may be were not pleasing and in which it would lead to victimizing them. These results show that the males already felt guilty and had a lot to hide as far as their discipline levels were concerned. It was also discovered that majority of the students who participated in the study were in form one 27(41%) while the fewest were in form four 6(9%). The numbers kept declining as the classes moved higher from form one to form four. The lack of interest in these higher classes, proved that they had at one time interlocked negatively with the teachers on disciplinary issues. Notably, the few student respondents in form four was a result of preparing for the Kenya Certificate of Secondary Education [KCSE] hence were busy revising and hardly found time to fill the questionnaires

The personal information asked other category of respondents, (teachers, guidance and counseling, and chaplains) was on years of service in their institutions. According to Wairagu (2017), years of experience have a direct influence on discipline management of the students. The more years of experience a teaching staff has, the higher the skills to handle discipline issues among students. Table 4.3 gives the results.

Table 4.3*Demographic Information on Teachers, Counselors, and Chaplains*

Years of service in the institution	Frequency	Percent	Cumulative Percent
Less than 1 year	16	29	29
1-2 years	4	7	36
2-5 years	14	25	61
Above 5 years	22	39	100
Total	56	100	

According to Table 4.3, most of the teachers 22(39%) had stayed in their school for more than five years followed by those of less than 1 year who were 16(29%). These results indicated that that majority of teachers were mostly new in their schools. Students took this to their advantage, hence, high cases of undisciplined. Further on, it was rather interesting that the teachers who stayed for 1-2 years were only 4(7%). This unevenness indicated that there was a time whereby teachers were transferred from these secondary schools, hence creating this gap (Onsomu, 2014). The cause of high number of transfers could be attributed to extreme cases of student indiscipline amongst other factors whereby the teachers felt insecure working in these schools (Onsomu, 2014).

The study also gathered from the interview that the principals' length of stay in their current schools was majorly more than 10 years. This was indicated when 5 of them responded that way. Two of the remainder had served in one school for a period of 6 and 8 years respectively while the last one had served for 5 years 3months. This proved that the principals had served at a long period in their respective schools hence were more aware of discipline cases and issues in the school.

The study also inquired further on the level of education qualification of the principals. One principal indicated that had a Masters' degree while the other seven principals had a bachelor degree qualification. This shows that the principals had acquired the minimum threshold required by Teachers Service Commission [TSC] to teach in a secondary school institution (Teachers Service Commission [TSC], 2015). In addition, according to TSC (2015), by being appointed as the school principal, one had a role of ensuring that discipline by teachers, students and non-teaching staff is maintained in the schools at all times.

4.5 Diagnostic Tests

The study ensured that all the data were subjected to diagnostic tests to eliminate any inconsistencies. As stipulated in chapter three, the study performed various diagnostic tests such as normality, linearity, multicollinearity, heteroskedasticity and autocorrelation. These tests were relevant in ensuring that the data used during analysis satisfies the applicable conditions of parametric or non-parametric analysis. The various results gotten from these tests are indicated in section 4.5.1 through 4.5.4.

4.5.1 Normality Test

The study conducted one sample Kolmogorov-Smirnov Test as a way of checking normality of the data. Normality test is important in making decision on measures of central tendency and statistical methods for data analysis. Table 4.4 gives the results.

Table 4.4*Normality Test- One Sample Kolmogorov-Smirnov Test*

		Guidance and Counseling	Student leaders	Chaplainc y	Rules and regulations
N		122	122	122	122
Normal Parameters ^{a,b}	Mean	57.9262	61.2213	34.5820	51.6721
	Std. Deviation	5.14929	5.27196	6.37511	4.24934
Most Extreme Differences	Absolute	.217	.168	.097	.098
	Positive	.095	.081	.097	.053
	Negative	-.217	-.168	-.050	-.098
Kolmogorov-Smirnov Z		2.392	1.857	1.069	1.083
Asymp. Sig. (2-tailed)		.251	.322	.203	.191

Table 4.4 shows that all the variables on the study were normally inclined. This is because the significance level was above 0.05 in all variables. Guidance and counseling had a significance level of 0.251; Student leaders had a significance level of 0.322; Chaplaincy had a significance level of 0.203; Rules and regulation had a significance level of 0.191. This is shown on table 4.4

4.5.2 Linearity Test

The study tested the linear relationship between independent and dependent variables. Linearity test enables a study to check for outliers since *linear* regression is sensitive to outlier effects. According to Schober et al. (2018), if the significance value of deviation from linearity is above 0.05, then there is a linear relationship. However, if the significance value of deviation from linearity is below 0.05, then there is no linear relationship between the variables. Table 4.4 gives the outcome of the linearity test done.

Table 4.5*Linearity Test*

			Sum of	Df	Mean	F	Sig.
			Squares		Square		
Student discipline Guidance and Counseling		(Combined)	216.359	14	15.454	1.597	.091
	Between	Linearity	28.064	1	28.064	2.901	.091
	Groups	Deviation from Linearity	188.295	13	14.484	1.497	.130
		Within Groups	1035.21 5	107	9.675		
		Total	1251.57 4	121			
Student leaders		(Combined)	269.910	22	12.269	1.237	.236
	Between	Linearity	28.909	1	28.909	2.915	.091
	Groups	Deviation from Linearity	241.001	21	11.476	1.157	.306
		Within Groups	981.664	99	9.916		
		Total	1251.574	121			
Chaplaincy		(Combined)	304.703	29	10.507	1.021	.452
	Between	Linearity	39.137	1	39.137	3.803	.054
	Groups	Deviation from Linearity	265.566	28	9.484	.922	.583
		Within Groups	946.871	92	10.292		
		Total	1251.574	121			
Rules and regulations		(Combined)	143.876	19	7.572	.697	.814
	Between	Linearity	.354	1	.354	.033	.857
	Groups	Deviation from Linearity	143.521	18	7.973	.734	.769
		Within Groups	1107.698	102	10.860		
		Total	1251.574	121			

Results show that guidance and counseling had insignificance value of 0.130; Student leaders had a significance value of 0.306; Chaplaincy had insignificance value of 0.583;

Rules and regulations had insignificance value of 0.769. According to Table 4.4, there was a linear relationship between all variables. This is because significance value of deviation from linearity is above 0.05.

4.5.3 Multicollinearity Test

The study tested the presence of multiple correlation among the variables. Multicollinearity makes it tedious to assess the relative importance of the independent variables in explaining the variation caused by the dependent variable. Assessment of multicollinearity was done through checking the tolerance and VIF levels. Wanjiku (2019) said that for correlation issue to be absent in a study, the tolerance level should be more than 0.2 while VIF should be less than 5. Table 4.6 gives the test results derived.

Table 4.6

Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Guidance and counseling	.245	4.081
Student leaders	.259	3.866
Chaplaincy	.954	1.048
Rules and regulations	.727	1.376

According to Table 4.6 student leaders had a tolerance level of 0.259 and VIF level of 3.866; Chaplaincy had a tolerance level of 0.954 and VIF level of 1.048; Rules and regulations had a tolerance level of 0.727 and VIF level of 1.376. Consequently, all the variables did not have multicollinearity issues since they satisfied the required tolerance

and VIF threshold. Guidance and counseling had a tolerance level of 0.245 and VIF level of 4.081.

4.5.4 Heteroscedasticity Test

The study also further examined the heteroscedasticity test. This test helps to show whether the study has skipped some variables of the study. For a study to avoid the problem of heteroscedasticity issue, the significance level ought to be greater than 0.05. Table 4.7 gives the study's results when heteroscedasticity test was done.

Table 4.7

Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	17.898	4.420		4.050	.000
Guidance and Counseling	.122	.112	.196	1.089	.278
Student leaders	.027	.107	.044	.251	.803
Chaplaincy	.095	.046	.188	2.064	.341
Rules and regulations	-.091	.079	-.120	-1.146	.254

a. Dependent Variable: Student discipline

The results show that Guidance and counseling had a significance level of 0.278; Student leaders had a significance level of 0.803; Chaplaincy had a significance level of 0.341; Rules and regulations had a significance level of 0.254. Table 4.7 shows that the data did not have any problems related to heteroskedasticity. This is because the significance level was above 0.05.

4.5.5 Autocorrelation Test

The study finally performed autocorrelation test. This kind of test was important in detecting whether the data is random or not, and whether data can be relied upon for intended analysis. This test was done using Durbin Watson. When the Durbin Watson value is less than 4 but more than 2, there is negative autocorrelation. If the value is above 0 but below 2, there is a positive autocorrelation.

Table 4.8

Autocorrelation test- Durbin Watson

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.785 ^a	.617	.610	3.15186	1.814

a. Predictors: (Constant), Rules and regulations, Chaplaincy, Student leaders, Guidance and Counseling

b. Dependent Variable: Student discipline

From the Table 4.8, Durbin Watson was 1.814. This value was between 0 and 2 indicating a positive correlation between variables of the study which were alternatives to corporal punishment and student discipline.

4.6 Descriptive Statistics on Student Discipline

The study had a main purpose of assessing the efficacy of alternatives to corporal punishment as measures for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. The questions on this construct assessed indicators with regards to forms of discipline which included preventive discipline, supportive discipline and corrective discipline. The specific questions were grouped into 5-scale ordinal Likert scale. This is where 1-strongly disagree; 2- Disagree; 3-Neutral; 4- Agree; and 5- Strongly Agree. Table 4.9 gives the results.

Table 4.9*Descriptive Statistics of Student Discipline- Students*

Statements on Student Discipline N=66	1	2	3	4	5	Median
Guidance and Counseling has improved discipline	1(1%)	2(3%)	0(0%)	6(9%)	57(87%)	5.0
Student leaders' management has improved discipline	1(1%)	9(14%)	0(0%)	21(32%)	35(53%)	5.0
Chaplaincy program has improved discipline	26(39%)	23(35%)	0(0%)	15(23%)	2(3%)	2.0
Rules and regulations have improved discipline	1(2%)	2(3%)	0(0%)	8(12%)	55(83%)	5.0
Teachers are active directing on how to be disciplined	32(48%)	20(30%)	0(0%)	12(19%)	2(3%)	2.0
Reward and motivation system to disciplined students	31(47%)	22(34%)	0(0%)	8(13%)	5(6%)	2.0
The school has invested in programs that help students change from bad behaviors to good ones	1(2%)	3(5%)	0(0%)	4(6%)	58(87%)	5.0

The results gotten in Table 4.9 shows that all the three variables, guidance and counseling, student leaders and rules and regulations had played a significant role in improving discipline. The students majorly agreed and strongly agreed with the statements hence a median of 5. Andegiorgis (2020) also derived similar results and named various counseling approaches used in secondary schools such as peer to peer, student leaders' influence and presence of rules and regulations. However, the students further disagreed 26(35%) and strongly disagreed 23(39%) on chaplaincy role in improving discipline. This statement had a low median of 2. Awuor et al. (2018) concurred and noticed that religious intervention could be used to encourage counseling as a way to manage student's behavior in schools but the results are not always guaranteed.

In addition, with a low median of 2.0, there was disagreement that teachers were motivated enough. Thirty-two (48%) and 20(30%) strongly disagreed and disagreed respectively. The study also discovered that lacking a motivation system in giving direction on the course of discipline had a low median of 2.0 whereby, majority, 31(47%) and 22(34%) of the students strongly disagreed and disagreed with the statement. Batul (2011) also established that the use corporal punishment by teachers was a great motivator in the history of shaping student discipline, but that was declining and slowly replaced with alternatives methods of instilling discipline. Further on, the respondents mainly recommended that reward system should be emphasized, consequences on indiscipline communicated on time, and clarity in what indiscipline cases entails. Baker-Henningham et al. (2019) agreed with the results by establishing that violence-prevention program in Jamaican schools included rewards and effective communication between stakeholders.

The study had a separate questionnaire specifically answered by guidance and counseling staff, teachers, and chaplains. The questions on this construct assessed indicators with regards to forms of discipline which included preventive discipline, supportive discipline and corrective discipline. The specific questions were grouped into 5-scale ordinal Likert scale. This is where 1-strongly disagree; 2- Disagree; 3-Neutral; 4- Agree; and 5- Strongly Agree. Table 4.10 gives the results.

Table 4.10

Descriptive Statistics of Student Discipline- Guidance and Counseling Staff, Teachers, and Chaplains

Statements on Student Discipline N=56	1	2	3	4	5	Median
Background check of new students	1(1%)	4(7%)	0(0%)	8(15%)	43(77%)	5.0
Presence of rehabilitative programs to	4(7%)	8(14%)	1(1%)	25(45%)	18(33%)	4.0
Policies on punishment administration	1(1%)	0(0%)	0(0%)	4(7%)	51(92%)	5.0
Emphasis by school of permitted punishment	1(1%)	0(0%)	0(0%)	4(7%)	51(92%)	5.0
Regulations to protect students	27(48%)	17(30%)	0(0%)	10(18%)	2(4%)	2.0
Training to teaching and non-teaching staff	27(48%)	19(34%)	0(0%)	7(13%)	3(5%)	1.0

Table 4.10 indicates that schools had made meaningful strides towards ensuring that new students were subjected to scrutiny to ensure that their discipline background is known. This statement had a median of 5. In addition, teachers followed policies put into place to guide them on how administer punishment with an emphasis by the management on how teachers should punish students. These statements had also a median of 5. However, the respondents indicated that there were no established regulations that protected students from bodily harm caused by teachers who still administer corporal punishment (median of 2). This is because teachers had not yet been trained on how to administer punishments (median of 1). Duckworth and Allred (2012) also agreed with the results that high temperament in classrooms from teachers towards students was due to lack of training on how to manage and punish rogue students.

In the interview, the principals were asked to suggest various reforms that have been established to improve students' discipline. The principals mainly indicated that teachers had been advised by the management to avoid giving word of mouth warnings without actually ever punishing the students. In addition, there was need to have consistency in enforcing the rules according to the guidelines. Lastly randomly recognize positive behaviors in students with either kind words or a present. In disagreement with rewarding students for positive behaviors, Azumah (2018) stated that the school offers orientation programs to direct students on what is expected on them. In the second question of the interview, the respondents were required to state the main enforcers of student discipline in their respective schools. The main enforcers were principal, deputy principal, senior teachers, class teachers, teachers on duty and school prefects.

The last question in this section was on explaining the methods used in assessing status of student discipline. The results indicated by the respondents' included observations and interactions with the students in their day to day lives. This meant that school staff both teaching and non-teaching staff had a mandate to always be in constant observation on what the students were doing. Also, when the school staff gets a chance to interact with the students, they should be able to assess whether their discipline is wanting or not. Kosgei (2020) in agreement with the methods such as observations and interactions, indicated that for students to have outstanding discipline, the school management and teachers should mainly pay attention to both minor and major activities of the students. The activities that students do may result to indiscipline cases especially when they notice that they are hardly monitored by the school staff.

It was clear that chaplaincy role had been insignificant towards shaping the discipline of the students (Kantar Public, 2017). This was attributed to lack of school management and educational policies to equip the chaplains with powers to enforce discipline. Further on, it was established that the reward system to motivate students with good discipline was lacking (Kosgei, 2020). It was noted training on appreciation skills was lacking among the school system to a point that teachers could not give simple appreciation to good discipline (Kosgei, 2020). There was relaxation by the teachers to guide students on which way to follow as far as discipline was concerned (Maina & Sindabi, 2016). Teachers were more detached from the well-being of students discipline simply because they were not permitted to use excessive force when disciplining them (Lochan, 2012).

4.7 Descriptive Statistics on Guidance and Counseling

The first objective was to determine the effect of school guidance and counseling services on students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya. To be in a position to achieve this objective, the study asked questions related to guidance and counseling as an alternative to corporal punishment with a view to ascertaining its effect on students' discipline. The study began by asking questions related to guidance and counseling from the students' respondents. The indicators under investigation included personal counselling, peer counseling, group mentoring and student- focused intervention. Table 4.11 gives the results.

Table 4.11*Descriptive Statistics of Guidance and Counseling- Students*

Statements on Guidance and Counseling N=66	1	2	3	4	5	Median
There is a guidance and counseling department	0(0%)	0(0%)	0(0%)	7(11%)	59(89%)	5.0
The guidance and counseling sessions are private and	0(0%)	5(8%)	1(2%)	8(12%)	52(78%)	5.0
Student counselor is friendly and attentive to students	1(2%)	0(0%)	0(0%)	5(8%)	60(90%)	5.0
The process of counseling is well understood by the students	17(25%)	31(48%)	1(1%)	12(18%)	5(8%)	2.0
Counseling department actively publicizes its services	0(0%)	8(12%)	1(2%)	34(52%)	23(34%)	4.0
Students fully utilize counseling services and complete the whole process of counseling	0(0%)	0(0%)	0(0%)	7(11%)	59(89%)	5.0
Counseling services play a crucial role in addressing indiscipline issues among students	0(0%)	5(7%)	1(1%)	8(12%)	52(80%)	5.0

Table 4.11 indicates that most students were in agreement that the school counselors were friendly, counseling reduced use of drugs and substance abuse, and peer to peer counseling

programs were working well towards improving student's discipline. All these three statements had a median of 5 which indicated that the students strongly agreed with them. However, students did not relate the counseling services with psychological and physical needs. This statement had a mean of 2.0 with majority disagreeing, 31(48%) and strongly disagreeing 17(25%). This is because most schools had not fully complied with the government directives on having enough counseling programs. In support of these results, a report by University of Texas (2019) confirms that K-12 public education was really struggling a lot in ensuring students understand the relevance of counseling and how it relates to improving discipline. This was because, the service was usually provided by designated teachers who may not be necessarily trained

The study also inquired from the students some of the reasons causing ineffectiveness of guidance and counseling towards addressing discipline needs. The students indicated that parental influence, culture and student-counselor gender as the leading reasons. Escapa and Julià (2018) pointed out that the impact of counseling was highly limited by the societal responsibilities and the family backgrounds of the students. To improve the program, the respondents recommended need for two counselors for each gender in mixed schools, more awareness raised and frequent communication initiated by counselors to students. Kebongo and Mwangi (2020) argued that when counseling awareness was raised and how its services reduced indiscipline issues, students were now in a capacity to relate it on various discipline needs. For example, giving a chance to counseling teachers during assemblies to explain about the services, would equip the students with knowledge that they have a platform to speak out issues such as early marriages that would keep them out of school.

The study had a separate questionnaire specifically answered by guidance and counseling staff, teachers, and chaplains. Table 4.12 gives the results.

Table 4.12

Descriptive Statistics of Guidance and Counseling- guidance and counseling staff, teachers, and chaplains

Statements on Guidance and Counseling N=56	1	2	3	4	5	Median	
Counseling services control abuse of drugs and substances		1(2%)	0(0%)	0(0%)	5(7%)	50(91%)	5.0
Students are aware of counseling services that address their needs		5(9%)	10(18%)	0(0%)	27(48%)	14(25%)	4.0
Counseling imparts skills to cope with challenges of adolescence		0(0%)	6(12%)	1(2%)	29(52%)	19(34%)	4.0
There is total support from the school's management		0(0%)	2(4%)	0(0%)	6(10%)	48(86%)	5.0
There is an established peer to peer counseling programs		50(89%)	2(4%)	1(2%)	3(5%)	0(0%)	1.0
The school has complied with the government directive on having counseling programs		9(16%)	8(16%)	2(2%)	24(43%)	13(23%)	4.0

According to Table 4.12, Counseling services had enabled the school to control abuse of drugs and substances. This statement had a high median of 5. In addition, the schools had greatly offered support to guidance and counseling department. It also had a median of 5. Nevertheless, the study discovered that peer to peer counselling program was very low with a median of 1.50(89%), indicating high rate of disagreement. This implied that, either the school management did not implement peer to peer students' counseling or the students did not really understand the relevance of peer-to-peer counseling. Kimani (2013) concurred noting that most school managements assume that the prefects would initiate this peer-to-peer counseling programs to students. However, many schools fail to train prefects on how to run such kind of programs within a school set-up. Kiweewa et al. (2018) strongly disagrees with Kimani (2013) arguing that students in schools normally develop sense of concern to each other, hence cannot allow each other to be indisciplined.

The study inquired from guidance and counseling staff, teachers, and chaplains some of the ways through which counselors and teachers were currently using to help students cope with covid-19 stress which could be a source of indiscipline in public secondary schools. The respondents recommended that there should be more student-centered counseling programs and honest dialogues between teachers and students on disciplinary issues. The guidance and counseling strategies are used when counseling students in the sampled schools included negotiation, reflection, observation, confrontational and questioning. Matovu (2020) also finds similar outcome by indicating that the school management had changed its mechanism to regulate discipline of the students in schools through the introduction of student-centered counseling programs.

According to Matovu (2020), students who had previously contracted covid-19 or their close relatives had covid-19 required a more personal counseling approach. This approach helped the counselor and the students affected by covid-19 related stress) to reason together on what can be done to eliminate indiscipline issues. Later on, the counselor pays attention to the students through observation to see whether they had changed their indiscipline issues. If they were still indiscipline, there would be an application of confrontation and questioning counseling type of method to the students. This is because, at the end of the day, indiscipline cannot be allowed to thrive in school due to covid-19 issues.

The study also interviewed the principals on various aspects on guidance and counseling. The first question required the principals to highlight measures that have been put in place to ensure that student discipline improved through guidance and counseling department. The responses from principals indicated that involving parents in growth process of the student after counseling, follow-ups on the progress, and provide alternate academic prospects. This meant that the school administration had begun an initiative to inform the parents on the progress of the students especially in relation to counseling. In addition, the administration also ensures they check whether the counseling worked or not to the student's indiscipline cases. Yaman and Derya (2016) also pointed out that having follow-ups on students and allowing parents to be part of the counseling journey on students was a major counseling approach used in Instabul Turkey. However, involvement of the parents should be limited since some students have suffered from poor parental background.

The second question required principals to explain how they usually assess performance of guidance and counseling staff. The respondents indicated that the school assesses a counselor based on the number of students served. Wamugunda et al. (2019) concurred

with the findings that guidance and counseling achievements from a counselor perspective can only be achieved through measuring growth in terms of the student's school work, emotions and interactions with others.

The third questions entailed on opinions on effectiveness of guidance and counseling services in addressing students' discipline in secondary schools. The principals indicated that counseling had improved academic achievements of the students, enhanced their study techniques, and improved their personal relations at peer, family or senior levels. Waithaka (2017) did not concur with the result since guidance and counseling department activities especially in public schools were almost non-existent making schools struggle heavily with indiscipline. Nevertheless, Waithaka (2017) concentrated on schools located in Nairobi County and the current study was based in Eldama Ravine Sub- County, Baringo.

The last question required principals to suggest strategies for strengthening guidance and counseling services in secondary schools. The principals suggested that there should be consistency in having school counselors present at all times, cooperation between counseling department and the school management. UNICEF (2015) agrees that there is need to have school counselors in schools, however, since this associated with added costs of hiring qualified counselors, providing and equipping a counseling office, most school managements rarely had established counseling departments due to strained resources. This meant that schools did not have enough resources hence avoided any extra costs that would be channeled to establishing fully fledged counseling departments. From these results gathered from both questionnaires and interview guides, it was evident that schools were struggling a lot when it came to aligning the significance of guidance and counseling services to students' needs.

There had been a loophole between what the school thought was fit to students and what the students really needed as far as counseling was concerned. This resulted to students shunning counseling department facilities since they felt that even though they would use them nothing much would change (Yaman & Derya, 2016). Further on, most secondary schools did not have qualified and experienced counselors (Waithaka, 2017). It was established that a teacher who did a certificate course in counseling psychology was basically given extra duties in guidance and counseling (Waithaka, 2017). The study also gathered that gender sensitivity was not adhered to especially when offering counseling services in mixed secondary school (Margaret, 2019). In most times, it was a female counselor who was present. This made the male gendered students avoid the department hence not getting help early. In as much schools had provided alternative to a male teacher selected to represent the male gender, these teachers were mostly not qualified but only on basis of merit of age and teaching experience (Kosgei, 2020).

4.7.1 Model Summary

In assessing the effect that school guidance and counseling services had on students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya, a linear regression analysis was conducted. This analysis enabled the study to test the first null hypothesis. That is, school guidance and counseling services did not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya. Table 4.13 gives the model summary of guidance and counseling.

Table 4.13*Model Summary of Guidance and Counseling*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.721 ^a	.519	.447	3.19310	1.678

a. Predictors: (Constant), Guidance and Counseling

b. Dependent Variable: Student discipline

According to the findings in Table 4.13, the R value was 0.721 with an R-square of 0.519. R-square of 0.519 shows that guidance and counseling contributed 52% towards student discipline. The remaining 48% were other elements not put into perspective in this study. Durbin-Watson value of 1.678 which lied between 0 and 2 indicated that there was a positive correlation between variables of the study which were alternatives to corporal punishment and student discipline.

4.7.2 Analysis of Variance (ANOVA) of Guidance and Counseling

ANOVA analysis was also done to establish the significance of the relationship that existed between guidance and counseling and student discipline. These results are given on Table 4.14.

Table 4.14*ANOVA of Guidance and Counseling*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.064	1	28.064	2.752	.020 ^b
	Residual	1223.510	121	10.196		
	Total	1251.574	122			

a. Dependent Variable: Student discipline

b. Predictors: (Constant), Guidance and Counseling

According to Table 4.14, the degrees value of 122 variables, F-value of 2.752 and significance level was 0.02. Therefore, since the p-value was less than 0.05, the study was significant, hence rejected the null hypothesis that the school's guidance and counseling services did not affect students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya, and concluded that guidance and counseling services affected students' discipline. That is, guidance and counseling could be considered as an alternative to corporal punishment since it had a significant influence on student discipline. These results are also similar to those of Slagong et al. (2016) that guidance and counseling have a great influence in dictating the student's discipline in Koibatek district secondary schools. According to Slagong et al. (2016), guidance and counseling was statistically significant and influenced student's discipline.

Therefore, the role that guidance and counseling towards shaping the student's discipline was valid and relevant. According to the results derived in section 4.7.1, it signified a 52% effect on student discipline. That meant that as long as the school management was interested in promoting discipline, the guidance and counseling services had to be offered as authorized by the government. Anything short of that meant that student negative behavior would continue to traumatize and affect their learning process. A secondary school institution ought to strive to allocate resources to the guidance and counseling department since it was one thing to have qualified counselors and another thing tapping from their immense wealth in counseling field.

Nkuba and Kyaruzi (2015) concurred that the training offered to schools' counselors is not fully utilized in their work stations. When the students were not familiar with counseling procedures, they did not know how to speak up the issues disturbing them to

counselors. Therefore, when the pressure to withhold their unspoken issues, they became indisciplined (Nkuba & Kyaruzi, 2015).

4.8 Descriptive Statistics on Student Leaders

The second objective was to examine the effect of involving student leaders in decision making on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. To accomplish this objective, the study asked student leaders questions related to decision making. Table 4.15 gives the results.

Table 4.15*Descriptive Statistics of Student Leaders- students*

Statements on Student Leaders N=66	1	2	3	4	5	Median
Student leaders have great team work with student	59(89%)	7(11%)	0(0%)	0(0%)	0(0%)	1.0
The school supports student leaders	1(1%)	0(0%)	0(0%)	6(10%)	59(89%)	5.0
Leaders are able to balance leadership and school work	5(8%)	12(18%)	1(1%)	31(48%)	17(25%)	4.0
Good management of students' finances	1(1%)	0(0%)	0(0%)	5(8%)	60(91%)	5.0
Leaders appointed by the virtue of good discipline	52(80%)	9(13%)	1(1%)	0(0%)	4(6%)	2.0
Training is offered to newly appointed student	5(8%)	13(19%)	1(1%)	15(23%)	32(49%)	4.0
Leaders help a lot in addressing indiscipline cases	5(7%)	0(0%)	1(1%)	8(12%)	52(80%)	5.0

Table 4.15 indicates that many students gave a positive feedback on the statements. The most agreed statements indicated that student's finances were well managed by their leaders (median of 5); training was offered to newly appointed students (median of 4); and leaders have helped in addressing indiscipline cases (median of 5). The students strongly

agreed with them. There were also other statements in which the students seemed to have disagreed. The respondents did not seem to agree that there was great team work between student leaders and students (median of 1) and appointment of leaders was done on the virtue of good discipline (median of 2).

Kambuga and Omollo (2017) had also observed that working together of student leaders and other students proved to be a great challenge in students' leadership due to lack of respect. According to Kambuga and Omollo (2017), this gap could be attributed to the fact that school administration mainly oversees the whole election process on student leaders. Therefore, when a student choice of a leader is not elected, they may downplay the authority of the elected student leaders.

The study also inquired some of the reasons as why the use of students' leaders had not been effective in addressing students' discipline. The respondents indicated that lack of school administration support; poor orientation on specific leadership roles; and lack of balance between leadership roles and academics by the student leaders. In agreement, Piawa and Ting (2014) explained that for effective leadership, student leaders should be introduced to what exactly it means to be a leader and involved in various decision-making processes.

Lastly in the questionnaires, the respondents were asked to give various suggestions on what could be done on students' leadership in order to improve students' discipline in secondary schools. The responses indicated that the school management should let students' leaders invest towards school culture; frequent training on how they can be courageous in their leadership roles; and space to perform their leadership roles without

prejudice. Onditi (2018) emphasized that as a result of refresher trainings to students by the school management on leadership roles indiscipline cases reduces significantly. In agreement Nyagah (2018) emphasized that when student's council is trained and given space to exercise their authority improved discipline in Kirinyaga secondary schools.

The study had a separate questionnaire specifically answered by guidance and counseling staff, teachers, and chaplains. Table 4.16 gives the results.

Table 4.16*Descriptive Statistics of Student Leader- Guidance and Counseling Staff, Teachers, and**Chaplains*

Statements on Student Leaders N=56	1	2	3	4	5	Median
School management involves leaders when making policies	1(2%)	0(0%)	0(0%)	4(7%)	51(91%)	5.0
Leaders attend welfare committees	5(8%)	10(18%)	1(1%)	27(48%)	13(25%)	4.0
Academic workload and social life allow proper planning	9(16%)	9(16%)	1(1%)	24(43%)	13(24%)	4.0
Clear channels of communication	0(0%)	2(4%)	1(1%)	6(10%)	47(85%)	5.0
Timely coordination of leaders and students on issues	1(1%)	0(0%)	0(0%)	4(8%)	51(91%)	5.0
Leadership council is rewarded when after improving discipline	19(34%)	29(52%)	6(12%)	2(12%)	0(0%)	2.0

According to Table 4.16, the respondents agreed that the school management involved the leaders when making school policies (median of 5) and there was timely coordination of leaders and students on issues affecting the schools (median of 5). However, 29(52%) respondents disagreed that there were rewards given to student leadership council after playing a role in improving discipline of the students. Nyaga (2018) gave a different opinion that a different type of reward that student prefects were often rewarded with was

through issuance of certificate of service. However, certificate of service was not issued specifically based on improving discipline of other students but simply because they had served at different capacities as school leaders.

In the interviews, the first question that the interviewees answered was explaining how school's management supported student leaders. The responses indicated that the school empowered them to help improve discipline and report any indiscipline cases; they also suggested that the management implemented non-corporal punishments to indiscipline students reported by the leaders; and the school frequently offered refresher training on leadership skills to the school leaders. Jensen (2017) agrees that when student leaders are appointed or elected, they are empowered to shape the discipline of other students are a peer level. Jensen (2017) further explains that for this authority to work, students get from training from time-to-time on how to use it so that they do not abuse the authority. In addition, Jacob et al. (2020) and Irby (2014) confirm that the school management disciplinary team involves both the teachers and student leaders for suggestions on how best to punish undisciplined students.

The second question was elaborating the procedures used to appoint student leaders. The procedures were first announcement of the various leadership positions, interested students vie and campaign; the students elect their leaders. A past study such as Georges and Chen (2018) noted that fair election of the students by their fellow students had led international students getting a chance to be in leadership positions. However, Kambuga and Omollo (2017) advocates for appointment of leaders since they tend to perform better in their leadership position as compared to elected counterparts. Interestingly, Blaum (2019) states that in Pennsylvania, America, how students get into their positions either elected or

appointed does not matter as long as there is a clear concise empowerment structure in the school.

The third question was about the frequency of meetings held with the students' leaders to listen to their grievances. The responses indicated that there was a meeting at the opening of the term, followed by weekly and monthly meetings in their respective classes and at the end of the term respectively. In agreement, Zafar et al. (2020) described regular meetings between student and their leaders as one determinant in leadership growth. This is because, both parties tend to get information on their various concerns on time hence a caring environment is cultivated.

The fourth question required the interviewees to provide their opinions on effectiveness of involving students' leaders in decision making as a measure of addressing students' discipline in secondary schools. The respondents quoted that;

“There is student representation so that the punishment is not extreme. Student leaders may provide reliable input since they are the one who spend more time with the students as compared to teachers and the management; and the enacted policies are communicated on time to students hence early change of behavior”.

Sadik (2018) concurs that student negative perception towards discipline changes when they are involved in decisions that touches on them. They feel as part of the team since their suggestions are considered in the overall formulation of policies and procedures.

The last sought recommendations that the interviewees would suggest on students' leaders in order to strengthen their role in addressing indiscipline among students in secondary schools. The interviewees provided various suggestions which were largely talking about

teachers avoiding nepotism when expediting their duties; increase meetings between students and their leaders to air grievances affecting student discipline; and the student leaders should be courageous to defend the interests of both the teachers and students when need be. The study by Omari (2011) accentuated teachers the role of teachers in supervising the interactions between students and their leaders. This is whereby, they should ensure that leaders are held accountable for not reporting indiscipline cases and provide a platform for fast communication on indiscipline cases. However, Olugbade (2011) laments that too much empowerment by student leaders by the management was itself a contributor to indiscipline cases in secondary schools in Kenya. That is, when leaders do not feel their opinion is being taken seriously, they may shout at teachers or express their frustrations through physically attacking their fellow students.

The results indicated that the school administration had not been fully supporting the leaders whereby they were few orientations and trainings offered to them (Blaum, 2019; Georges & Chen, 2018). The school administration had been expecting student leaders to offer excellent leadership to their fellow students with minimal training (Jensen, 2017).

4.8.1 Model Summary

In examining the effect of involving student leaders in decision making on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya, a linear regression analysis was conducted. This analysis enabled the study to test the respective null hypothesis. Table 4.17 gives the results.

Table 4.17

Model Summary of Student Leaders

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.688 ^a	.474	.415	3.19200	1.672

a. Predictors: (Constant), Student leaders

b. Dependent Variable: Student discipline

According to Table 4.17, the R value was 0.688 with an R-square of 0.474. This showed that student leaders contributed 47% towards student discipline. The remaining 53% were other elements not put into perspective in this study. Durbin-Watson value of 1.672 which was between 0 and 2 indicated that there is a positive correlation between student leaders and student discipline. Onditi (2018) also got similar results in that student leadership was significant towards improving student discipline but their level of influence varies with the school. The results indicate that the influence of student leadership on student discipline is slightly below average.

4.7.2 Analysis of Variance (ANOVA) of Student Leaders

ANOVA analysis was also done to establish the significance of the relationship that existed between student leaders and student discipline. These results are given on Table 4.18.

Table 4.18*ANOVA of Student Leaders*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	28.909	1	28.909	2.837	.035 ^b
Residual	1222.665	121	10.189		
Total	1251.574	122			

a. Dependent Variable: Student discipline

b. Predictors: (Constant), Student leaders

According to Table 4.18, the degrees value of 122 variables, F-value of 2.837 and significance level was 0.035. Therefore, since the p-value was less than 0.05, the study was significant, hence rejected the null hypothesis that involving student leaders in decision making does not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya, and concluded that student leaders affected students' discipline. That is, involving student leadership in decision making could be considered as an alternative to corporal punishment since it had a significant influence on student discipline. Murage et al. (2019), Nelsen (2015), and Onditi (2018) all got similar results and indicated that there is a positive relationship between student leadership and student's discipline.

The results explained above proved that student leaders had relatively influenced student's discipline. However, the weight of influence was low as compared to other elements (Blaum, 2019). This was because student leaders had been criticized of not involving other students in coming up with solutions on how to improve discipline issues hence lack of team work. The fact that students and their leaders had no common ground to work upon was traced back from the appointment. It had been established that very few secondary schools in Eldama Ravine gave students a chance to elect their leaders. This meant that

schools ought to give a chance to students to elect leaders of their choice since this had been proved by Blaum (2019) to be effective towards improving discipline.

4.9 Descriptive Statistics on Chaplaincy

The third objective was to assess the effect of chaplaincy services on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. To realize this objective, the study asked questions related to spiritual role of chaplaincy services as an alternative to corporal punishment with a view to mitigating indiscipline among students. The study began by asking questions related to chaplaincy from the students' type of respondents. The main constructs used to guide this variable included healing, sustaining, guiding and reconciling. These questions were asked in form of questionnaires and interview. Table 4.19 gives the results.

Table 4.19*Descriptive Statistics of Chaplaincy-Students*

Statements on Chaplaincy N=66	1	2	3	4	5	Median
Communication with the chaplain	7(11%)	24(37%)	0(0%)	25(38%)	10(14%)	4.0
Involvement with chaplain in an activity	6(9%)	22(34%)	2(2%)	24(36%)	12(19%)	4.0
Chaplain frequently gives sermons to shape morals	23(35%)	10(15%)	19(29%)	14(21%)	0(0%)	3.0
Authorization to offer one on one prayers to students	26(40%)	12(18%)	7(10%)	13(20%)	8(12%)	2.0
Naturing of students' talents	2(3%)	24(37%)	2(3%)	26(39%)	12(18%)	4.0
Chaplaincy has helped student get confidence in life	6(9%)	23(34%)	2(2%)	23(36%)	12(19%)	4.0
Chaplaincy has improved student discipline	23(34%)	11(17%)	8(13%)	7(10%)	17(26%)	2.0

According to Table 4.19, though the respondents agreed with most statements, chaplaincy responses were mostly negative as compared to other variables in this study. However, most respondents agreed that they had ever spoken or had a conversation with the chaplain (median of 4) and there was nurturing of skills and talents such as instruments playing (median of 4.0). The most disagreed statements indicated that the school had authorized the chaplain to offer one on one prayers to students (median of 2) and that it had contributed

to improvement of discipline (median of 2). These results indicated that there was lack of meaningful coordination between the school management and the chaplaincy. This is because the school limited how chaplaincy services were offered so that the institution could be neutral in religious activities. A report by Committee on Education and Research [CER] (2019) agreed with the results that the reason why student unrest was very common was because the chaplaincy was highly regulated to a point that it was not helpful.

The study also required the respondents to answer several open-ended questions after the questionnaires. The first question required them to give some of the reasons as why the use of chaplaincy had not been effective in addressing students' discipline. The responses included unavailability of chaplains since they are not fully placed in the secondary schools. It was clear that in most schools, chaplains are available once or twice in a week and when there are major events to give sermons and pray. In addition, most students do not really differentiate and understand the relevance of a chaplain and that of a school counselor. Another reason given was that the different denominations backgrounds of students make it hard for them to trust a chaplain who is not from their denomination. In agreement Jacob et al. (2020) advocates that school management disciplinary practices did not include pastoral services as a way to improve discipline in school. This is because most of the pastoral team in secondary schools was a part-time or voluntary responsibility. This meant that lack of seriousness in admitting that pastoral care was relevant on full-time basis made students not understand their roles clearly.

In the second question, students were required to provide their suggestions on what they thought should be done on chaplaincy in order to improve students' discipline in secondary schools. The respondents indicated that there was need to allocate more time in which the

chaplain spends in school; orientation to the students on the roles of the chaplains and school counselors; and neutrality when preaching so that all students from different denomination feel appreciated and accommodated. Kagema et al. (2019) agrees that pastoral care was critically needed towards holistic growth. Therefore, more one on one approach is needed for students to have an experience what really the pastoral department does.

The study had a separate questionnaire specifically answered by guidance and counseling staff, teachers, and chaplains. Table 4.20 gives the results.

Table 4.20

Descriptive Statistics of Chaplaincy- Guidance and Counseling Staff, Teachers, and Chaplains

Statements on Chaplaincy N=56	1	2	3	4	5	Median
Student's interest in using chaplaincy services	2(39%)	10(18%)	6(11%)	11(20%)	7(12%)	2.0
School community support to the program	22(39%)	11(19%)	6(10%)	10(20%)	7(12%)	2.0
Concise way of assessing chaplaincy program	19(34%)	10(17%)	7(13%)	6(11%)	14(25%)	2.0
Students attracted to chaplaincy profession	5(9%)	19(35%)	2(2%)	20(36%)	10(18%)	4.0
Availability of manual on chaplaincy job description	6(11%)	20(36%)	0(0%)	22(39%)	8(14%)	4.0

According to Table 4.20, majority of respondents agreed that students were attracted to chaplaincy profession (median of 4) and there was a manual that precisely indicated the chaplain's responsibilities (median of 4). However, most respondents disagreed that there was support for the program from school community (median of 2); the student had interest in utilizing chaplaincy services (median of 2.0); and a concise way of assessing chaplaincy program (median of 2). These results indicated that chaplaincy services were facing a lot of challenges commencing from the school management which tricked down to low interest from students. According to CER (2019), lack of support from the school management who did not revere the place of chaplaincy, deteriorated student's unrest further. Further support from Danso (2010) indicated that lack of early orientation of students to chaplaincy services lead to students losing interest in these services promoting high indiscipline acts.

The study also inquired through an open-ended questionnaire on creative ways in which the pastors/ chaplains had developed into which they used in ministering to students who had personal challenges. The suggestions from the respondents on the creative ways included bible study groups, weekend challenge services, praise and worship services, revival services, school assemblies, and morning devotions. Kagema (2019) confirms that for complete growth, pastoral care involves regular preaching, singing and worshipping with the students. However, creativity is based on the nature of the schools and availability of the students in the activities. The last question in the questionnaire required values that governed various chaplains in secondary schools on religious matters. The values given were faithfulness, consistency, trust, humility, love, care and compassion. In agreement,

Amy and Amanda (2018) identified trust, compassion, love and faithfulness as the values governing schools.

The study also interviewed school principals on chaplaincy services at their school. The first interview question required them to describe the process through which a school chaplain followed to ensure various issues noted among the students were communicated to the school management. The procedure began by the chaplain first creating an environment that the student would open up so as to assess the issue. If the issue is complicated, the chaplain first notified the school guidance and counseling teacher, then student's class teacher. They both explore ways that they would use to help the student. If the issue was more than they could handle, they informed the senior teacher who would later inform the deputy principal and the render of last resort was the principal. Nandeke et al. (2017) documented that most schools in Kenya have bureaucracy on chaplaincy communication structure in which chaplains followed.

The principals would consider all alternatives at their disposal such as physiatrist, external psychologist, police, or ministry of education officers for help. Kantar Public (2017) disagrees with the above procedures in that chaplaincy is considered as a department just like any other in school. According to Kantar Public (2017), when chaplains have issues surrounding their duties, they can as well directly approach the school management for further help. However, Irby (2014) has a different opinion in that it all depends on the nature of the school system. If the school system allows chaplains to consult senior management directly, then it's okay. If not, the chaplain has to follow the chain of command.

The second query required an explanation of the impact that the school chaplain had brought towards improving student's behavior. The school chaplain had improved the institution's behavior such as slowly replacing vices by reprimanding the vices into virtues through preaching the good news and have given hope to the financially struggling students through linking them to sponsors such as the neighboring churches. Nyabwari (2016) add also that there has been the promotion of peace within the institution through introducing educative programs such as Bible study which also acts as mediums to preach the good news.

The third interview question required enlightenment on how the school regulated the content that was given to students by the chaplains. The respondents indicated that the chaplain before communicating to the students, had to submit a copy of the proposed preaching notes to the senior teacher; The school requested neighboring churches to issue them with a reliable chaplain of good moral standing, and there is always a teacher present while the chaplain is talking and preaching to students. While giving the history of pastoral care in Africa, Magezi (2019) supports this evidence and states that immediately after Africans learned to preach the gospel, many of them twisted it to fit into their needs at that time. Therefore, the gospel changed in a way and focused on personal opinions and prosperity. Magezi (2019) cautions that people should be keen on sieving the unnecessary opinions of the gospel. When the gospel has to preach to an institution, clear and precise regulations should be placed to avoid 'selfish preachers' from brainwashing members (Magezi, 2019).

The last interview question required the principals to provide their opinion on which policies had been developed about pastoral/ chaplaincy care/ duties in their secondary

school. The policies included that a chaplain should at no one time criticize the school management decisions or policies especially on student discipline; the school chaplain should remain as neutral as possible concerning various religious groups in Kenya to avoid riots by the students; the school chaplain should use acceptable language and avoid insults or unacceptable words that may cause any person listening to them to feel offended, and a school chaplain should use the authorized bible version when reading scriptures to avoid confusion to the students. In agreement, Nyabwari (2016) pointed out that since schools needed to have an all-around structure in the formation of behavior, policies should be enacted to guide chaplaincy on their limits. This is to avoid a spill of what is being witnessed of many religious denominations that have no moral backing.

From these results, there seemed to be contention. On the one hand, it was discovered that schools had not been supporting chaplaincy activities in their school (Otieno, 2018). That is, there were only a few secondary schools that had employed chaplains on a full-time basis. However, on the other hand, schools had been very careful to ensure that they get a reliable and morally upright chaplain in their school (Scripture Union Queensland, 2019). That is why they had been depending on the neighboring churches such as Catholic, Methodist, and Presbyterian Church of East Africa [PCEA] churches among others to provide chaplaincy services that could be trusted. The reasons given indicated that appointing a chaplain on a full-time basis was expensive in the long run since the services offered were more or less a compliment to guidance and counseling services (Wairagu, 2017). Another issue was that school management had been concerned that a school had various types of students with various religious backgrounds (Wambugu, 2019). Getting

that one chaplain that would serve all students regardless of the religious background became a hard task (Wambugu, 2019).

4.9.1 Model Summary of Chaplaincy

In examining the effect of chaplaincy services on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya, a linear regression analysis was conducted. This analysis enabled the study to answer its respective null hypothesis. Table 4.21 gives the results.

Table 4.21

Model Summary of Chaplaincy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.560 ^a	.314	.237	3.17862	1.806

a. Predictors: (Constant), Chaplaincy

b. Dependent Variable: Student discipline

According to Table 4.21, the R value was 0.560 with an R-square of 0.314. This showed that chaplaincy contributed 31% towards student discipline. The remaining 69% were other elements not put into perspective in this study. Durbin-Watson value of 1.806 which was between 0 and 2 indicated that there is a positive correlation between chaplaincy and student discipline. Marindi (2011) also got similar results that chaplaincy influence was very low as compared to other factors like rules and regulations and guidance and counseling.

4.7.2 Analysis of Variance (ANOVA) of Chaplaincy

ANOVA analysis was also done to establish the significance of the relationship that existed between chaplaincy and student discipline. These results are given on Table 4.22.

Table 4.22

ANOVA of Chaplaincy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.137	1	39.137	3.874	.091 ^b
	Residual	1212.437	121	10.104		
	Total	1251.574	122			

a. Dependent Variable: Student discipline

b. Predictors: (Constant), Chaplaincy

According to Table 4.22, the degrees value of 122 variables, F-value of 3.874 and significance level was 0.091. Therefore, since the p-value was more than 0.05, the study was insignificant, hence the study accepted the null hypothesis that chaplaincy services did not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya, and concluded that chaplaincy did not affect students' discipline. True to that fact, Otieno (2018) also discovered that chaplaincy contributed very little concerning student behaviors.

These results indicated that chaplaincy was not highly valued as a contributor to student discipline in a secondary school located in Eldama Ravine Sub-County, Baringo Kenya. Little attention had been paid to what exactly was their responsibilities towards shaping the behavior of students. This had greatly been eroded to the fact that chaplaincy was a very sensitive area that required keen attention especially to the religious content given to

the students. In as much as the common reference book was the bible, different people interpreted the Bible differently. Therefore, the chance of wrong interpretation of the Bible to support one's opinion had been the problem with chaplaincy services. The ministry of education was quite silent on the direction of on correct interpretation of the Bible verses. Mark you, one wrong interpretation could mislead students in a great way. For example, the Bible story of when Jesus changed water to wine, could be misinterpreted by students to support the abuse of alcohol. If the chaplain did not give a correct interpretation of this verse, it would erode the morals of the students completely. This problem had been affecting even the entire nation in general. One could get many preachers to interpret the Bible for personal gain and interests. This could be the main reason why the schools did not have complete confidence in using chaplaincy to solve discipline issues in Eldama Ravine Sub-County, Baringo Kenya.

4.10 Descriptive Statistics on Rules and Regulations

The fourth objective was to determine the effect of rules and regulations on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. To accomplish this objective, the study asked questions related to rules and regulations. The main constructs used as ways to solve issue of alternative to corporal punishment to guide this variable included examination rules, classroom rules, dinning rules and grooming rules. These questions were asked in form of questionnaires and interview. Table 4.23 gives the results.

Table 4.23*Descriptive Statistics of Rules and Regulations- Students*

Statements on Rules and Regulations N=66	1	2	3	4	5	Median
Availability of rules and regulations manual	2(3%)	6(9%)	0(0%)	11(17%)	47(71%)	5.0
There is a teacher responsible to effect rules	0(0%)	3(4%)	1(1%)	6(10%)	56(85%)	5.0
Fair disciplinary system	1(1%)	5(7%)	0(0%)	10(15%)	50(77%)	5.0
Annual reviews of rules and regulations	9(16%)	10(15%)	2(2%)	29(43%)	16(24%)	4.0
Anonymous reporting indiscipline cases by students	34(52%)	20(30%)	2(3%)	10(15%)	0(0%)	2.0
Rules and regulations improve discipline	2(3%)	6(9%)	0(0%)	12(18%)	46(70%)	5.0

Table 4.23 categorically shows that most respondents agreed and strongly agreed with the issued statements. Rules and regulations' question was the most positively answered question. The most agreed statement indicated that teachers were responsible in enforcement of rules and regulations in the school (median of 5); availability of rules and regulations manual (median of 5); and fair disciplinary system (median of 5). The statements that were not agreed upon included that there were anonymous reporting indiscipline cases by students (median of 2.0). This meant that students avoided reporting other students anonymously since the school system did not ensure secrecy of the reporters.

When these reporter student identities were revealed, other students hated them hence stigmatized them. Essentially, Bindhe (2012) documented that the students felt that the school system was not supportive enough to students who reported indiscipline cases of their fellow students.

The study had separate open-ended questions in the questionnaire. The respondents were required to state some of the causes of not following rules and regulations in their schools. The respondents indicated that the rules in place were too oppressive to students; lack of robust strategies to punish the students who have broken the rules; lack of timely review of rules whereby there are very old rules that are no longer applicable. Duckworth and Allred (2012) also found out similar results that temper levels in classroom rose when oppression by the rules was too much.

The second question required respondents to provide their suggestions on what they thought should be done on rules and regulations in order to improve students' discipline in secondary schools. Some of the suggestions included involving students in drafting new rules and regulations so that the new rules are fair to students; there should be more formation of more friendly rules on extra curriculum activities such as more sports and social clubs to keep the minds of the students engaged and more relaxed; and the management should widely consult with other schools to investigate the strength of their rules towards shaping student's behavior. A report by Institute for Security studies (2008) also concluded that unfair rules was a major cause of spread of violence in schools located in Kenya. However, Kepueja (2014) has a different opinion that school rules are not meant to be fair but just and corrective.

The study had a separate questionnaire specifically answered by guidance and counseling staff, teachers, and chaplains. Table 4.24 gives the results.

Table 4.24

Descriptive Statistics of Rules and Regulations- Guidance and Counseling Staff,

Teachers, and Chaplains

Statements on Rules and Regulations N=56	1	2	3	4	5	Median
Knowledge on the consequences of indiscipline	0(0%)	3(5%)	1(1%)	5(10%)	47(84%)	5.0
Constant reminder to follow rules	1(1%)	4(7%)	0(0%)	8(15%)	43(77%)	5.0
Clear guidelines to staff on indiscipline punishment	4(15%)	8(16%)	1(1%)	25(44%)	14(25%)	4.0
High motivation to teachers to help students to be disciplined	0(0%)	8(14%)	2(3%)	29(53%)	17(30%)	4.0
Involvement of students in making rules and regulations	1(2%)	5(9%)	0(0%)	11(19%)	39(70%)	5.0
Implementation and evaluation of rules and regulations	46(83%)	9(16%)	1(1%)	0(0%)	0(0%)	1.0

Table 4.24 indicates that consequences of being indiscipline in school environment were well articulated and known among students (median of 5). In addition, there is a constant reminder to follow rules (median of 5). Nevertheless, the respondents strongly disagreed that there was concise implementation and evaluation of rules and regulations by the school management (median of 1). Chitalu and Phiri (2020) support these results by stating that

implementation of non-corporal punishment techniques was not as strong as the previously used corporal techniques. This was majorly attributed to lack of precise guidelines on how to go about the implementation of non-corporal punishments.

The study interviewed school principals on various related questions on rules and regulations. The first question required them to clarify on the intervals that the rules and regulations reviews got done. The average review ranged from 4 to 5 years. According to principals, 4 years to 5 years provided a perfect time for the students who were in form one to have completed school while fully knowledgeable on the rules and regulations. Kiprop (2012) contradicts these results by indicating that there is no approved timeline to review the rules and regulations, however, the ministry advocates that there should be rules every time. Kosgei (2020) sharply disagrees with Kiprop (2012), that as time changes so should the rules.

The second question required respondents to describe how they ensured that students are fairly punished when they broke rules and regulations. The responses included having a local tribunal of teachers before punishment is issued; categorizing punishments based on the rules broken; and involving and informing student's parents when major punishments are being issued. The respondents were also required to highlight the sources that were used in drafting rules and regulations. The sources named were ministry of education's policies on school administration; consensus between various stakeholders such as teachers, parents and school board of management; and borrowing from previous rules and regulations of the school. In agreement, Lochan (2012) indicates that the negative perceptions of students on discipline changes the moment they notice there is fairness in

administration of punishment. According to Lochan, fairness comes about when there are various sources consulted when drafting rules in a school set-up.

The last question required the respondents to explain how principals were monitoring whether students were following the rules and regulations. This question got interesting responses that included having CCTV cameras within the school compound; school prefects; and use of teaching and non-teaching staff. Magoslo (2015) contradicted the results in that, aggressive behavior among students is fueled when they are closely monitored. That is where they do not have any freedom of expression hence feel like they are jailed. Maini et al. (2017), Maryland State Department of Education [MSDE] (2019), and National Association of Secondary School Principals [NASSP] (2018), all conclusively indicate that instead of a school investing a lot on monitoring breakers of rules, there should be more focus on proper orientation on these rules to the students.

From the results gotten from the current study, the study attested that indeed there was a major problem with the present rules and regulations. This was because students were very aware of the consequences that they would get after breaking them but still chose to be indisciplined. This could be a retaliation by the students due to very oppressive rules that made their existence in school unbearable (NASSP, 2018). In addition, though teachers were responsible for enforcing these rules and regulations, their previously known way of disciplining wrongdoers was discouraged by the government (Kiprop, 2012). This made them not put effort to seek alternative ways to discipline. The previous corporal punishment was most preferred because it proved they had power over students and any challenge to the power would result in bodily harm (Magoslo, 2015). Therefore, they kind of program

the students' minds that unless beaten, the teachers did not correct them. This resulted in teachers feeling powerless hence not motivated (Chitalu & Phiri, 2020).

4.10.1 Model Summary of Rules and Regulations

In determining the effect of rules and regulations on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya, a linear regression analysis was conducted. This analysis enabled the study to test its respective null hypothesis. Table 4.25 gives the results.

Table 4.25

Model Summary of Rules and Regulations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.896 ^a	.802	.797	3.22906	1.742

a. Predictors: (Constant), Rules and regulations

b. Dependent Variable: Student discipline

According to Table 4.25, the R value was 0.896 with an R-square of 0.802. This showed that rules and regulations contributed 80% towards student discipline. The remaining 20% were other elements not put into perspective in this study. Durbin-Watson value of 1.742 indicated that there is a positive correlation between rules and regulations and student discipline.

4.7.2 Analysis of Variance (ANOVA) of Rules and Regulations

ANOVA analysis was also done to establish the significance of the relationship that existed between chaplaincy and student discipline. These results are given on Table 4.26.

Table 4.26*ANOVA of Rules and Regulations*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.354	1	.354	2.034	.004 ^b
	Residual	1251.220	121	10.427		
	Total	1251.574	122			

a. Dependent Variable: Student discipline

b. Predictors: (Constant), Rules and regulations

According to Table 4.26, the degrees value of 122 variables, F-value of 2.034 and significance level was 0.04. Therefore, since the p-value was less than 0.05, the study was significant, hence rejected the null hypothesis that rules and regulations did not affect students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya, and concluded that rules and regulations affected students' discipline. Fekadu (2019) also got similar results that rules and regulations had recorded a major level of influence over the student behavior.

From these results, the school management was discovered to have improved awareness of rules and regulations among students in the school. This awareness had improved discipline since students followed the rules. Therefore, teachers did not have to use corporal punishment when reminding the students to follow the school rules. However, they had relaxed in reviewing the rules at least once in a year. In as much as monitoring and evaluation was being done, little was being changed on the evaluated results gotten. Adding to that, the schools had not put efforts in consultation with other peer schools on rules and regulations. This had resulted to a school sticking to their own rules that could be made better by a simple act of direct consultations.

4.11 Multiple Regression on Overall Model of the Study

After conducting linear regression of each independent variable, there was need to analyze the influence alternatives to corporal punishment in a combined model to determine the effect they had on student discipline. That is, the effect that a combination of guidance and counseling, student leaders, chaplaincy, and rules and regulations had on student discipline. The model summary, analysis of variance and regression coefficients are presented in section 4.11.1 to 4.11.3.

4.11.1 Model Summary of Alternatives to Corporal Punishment

To be certain on the effect level of alternatives to corporal punishment had on student discipline, model summary was generated. Table 4.27 gives the results.

Table 4.27

Model Summary of Alternatives to Corporal Punishment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.785 ^a	.617	.610	3.15186	1.814

a. Predictors: (Constant), Rules and regulations, Chaplaincy, Student leaders, Guidance and Counseling

b. Dependent Variable: Student discipline

According to Table 4.27, the R value was 0.785 with an R-square of 0.617 This showed that when combined, the alternatives to corporal punishment contributed 62% towards student discipline. The remaining 38% were other elements not put into perspective in this study. Durbin-Watson value of 1.814 which was between 0 and 2, indicated that there is a positive correlation between alternatives to corporal punishment and student discipline.

4.11.2 Analysis of Variance (ANOVA) of Alternatives to Corporal Punishment

To examine the kind of effect that existed between alternatives to corporal punishment and student discipline, ANOVA was examined. Table 4.28 shows the outcome.

Table 4.28

ANOVA of Alternatives to Corporal Punishment

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	89.270	4	22.317	2.247	.028 ^b
	Residual	1162.304	117	9.934		
	Total	1251.574	121			

a. Dependent Variable: Student discipline

b. Predictors: (Constant), Rules and regulations, Chaplaincy, Student leaders, Guidance and Counseling

According to Table 4.28, the degrees value of 121 variables, F-value of 2.247 and significance level was 0.028. Therefore, since the significance level was less than 0.05, the study concluded that alternatives to corporal punishment had a significant effect on student discipline. In agreement United Nations Children’s Fund [UNICEF] (2015) concurs that corporal punishments are greatly reducing however, there are also relatively high cases still on corporal punishments evidence. According to UNICEF (2015), various alternatives currently range from 50-70 percent visa-vis with corporal punishments acts.

4.11.3 Regression Coefficients

The study examined regression coefficients of the general model. Table 4.29 indicates the regression coefficient results.

Table 4.29*Regression Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	17.898	4.420		4.050	.000
Guidance and counseling	.091	.079	.120	1.146	.012
Student leaders	.027	.107	.044	.251	.004
Chaplaincy	-.095	.046	-.188	-2.064	.007
Rules and regulations	.122	.112	.196	1.089	.002

a. Dependent Variable: Student discipline

Guidance and counseling had a $\beta = 0.091$ with a p-value of 0.012; Student leaders had a $\beta = 0.027$ with a p-value of 0.004; Chaplaincy had a $\beta = -0.095$ with a p-value of 0.007; Rules and regulations counseling had a $\beta = 0.122$ with a p-value of 0.002. The general model was $Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$. This is where Y was student discipline; C was constant; X1 was guidance and counseling; X2 was student leaders; X3 was chaplaincy; X4 was rules and regulations; and e was error. When equated with the derived coefficient;

$$\text{Student discipline} = 17.898C + 0.091X_1 + 0.027X_2 - 0.095X_3 + 0.122X_4 + 4.420e.$$

The results indicated that by adding one unit of X1, X2, X3, and X4, student discipline was increased or decreased by 17.898+0.091+0.027-0.095+0.122 respectively. The overall results show that the model is valid and is statistically significant, but each construct becomes insignificant in a combined model as indicated by sig. values in the regression weight table 4.29. All alternatives to corporal punishments work together (they are jointly

significant, ($P=0.028$) and hence all of them should be emphasized and strengthened to address students' discipline in secondary schools.

It was evident that schools are struggling a lot when it comes to aligning the significance of guidance and counseling services to students' needs. There has been a loophole between what the school thinks is fit to students and what the students really need as far as counseling is concerned. It was also established that very few secondary schools give students a chance to elect their leaders. Therefore, students got appointed to various positions not based on good discipline but by other factors relevant to their teachers. Further on, little attention had also been paid on chaplaincy responsibilities towards shaping the behavior of students. Lastly the school management was also discovered to have improved awareness of rules and regulations among students in the school, however, they had relaxed in reviewing the rules at least once in a year. A report by Institute for Security studies (2008) stipulated that violence in Kenyan schools which is a indiscipline issues would be minimized through combining various approaches such as counseling, religion, school management initiatives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to analyze alternatives to corporal punishment as measures for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. The study had four objectives which were determining how guidance and counseling, involvement of student leaders in decision making, chaplaincy services, and rules and regulations affects improvement of student discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. This study was guided by cognitive behavioral theory, contingency theory and Bandura self-efficacy theories. Descriptive survey research design was applied to collect data from 14 public secondary schools in Eldama Ravine sub-county in Baringo Kenya. The respondents were principals, teachers, school counselors, chaplains and students.

5.2 Summary of the Findings

Summary of results are given based on the four main objectives of the study. They included guidance and counseling, student leaders, chaplaincy and rules and regulations. They have been grouped from section 5.2.1 to 5.2.4

5.2.1 Summary on Guidance and Counseling

The first objective was to determine the effect of school guidance and counseling services on students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya. To be in a position to achieve this objective, the study asked questions related to guidance and counseling. Most students were in agreement that the school counselors were friendly,

counseling reduced use of drugs and substance abuse, and peer to peer counseling programs improved student's discipline. The responses from principals indicated that involving parents in growth process of the student after counseling, follow-ups on the progress, and provide alternate academic prospects improved student discipline. In addition, counseling had improved academic achievements of the students, enhanced their study techniques, and improved their personal relations at peer, family or senior levels. Therefore, principals suggested that there should be consistency in having school counselors present at all times, cooperation between counseling department and the school management

5.2.2 Summary on Student Leaders

The second objective was to examine the effect of involving student leaders in decision making on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. To accomplish this objective, the study asked questions related to decision making among student leaders. Counseling staff, teachers, and chaplains agreed that the school management involved the leaders when making school policies and there was timely coordination of leaders and students on issues affecting the schools. However, respondents disagreed that there were rewards given to student leadership council after playing a role in improving discipline of the students.

In the interviews, the responses indicated that there was a clear and known procedure of either electing or appointing student leaders. Once appointed, the school empowered them to help improve discipline and report any indiscipline cases and the school frequently offered refresher training on leadership skills to the school leaders. This motivated the leaders to hold frequent meetings with fellow students to listen to their grievances

especially related to violent punishments. However, a student leader needed to be courageous to defend the interests of both the teachers and students when need be.

5.2.3 Summary on Chaplaincy

The third objective was to assess the effect of chaplaincy services on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. To realize this objective, the study asked questions related to chaplaincy. Most students agreed that they had ever spoken with the chaplain and there was nurturing of skills and talents. Counseling staff, teachers, and chaplains agreed that students were attracted to chaplaincy profession and there was a manual that precisely indicated the chaplain's responsibilities. Chaplaincy services was found to have significant effect on student discipline. The study also interviewed school principals on chaplaincy services at their school. From the interviews, it was established that counseling procedures followed a chain of command beginning from the counselor till the principal. In case the indiscipline issue exceeds the school principal, there were other alternatives such as physiatrist, external psychologist, police, or ministry of education officers for help.

5.2.4 Summary on Rules and Regulations

The fourth objective was to determine the effect of rules and regulations on students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. To accomplish this objective, the study asked questions related to rules and regulations. The students agreed that teachers were responsible in enforcement of rules and regulations in the school availability of rules and regulations manual, and fair disciplinary system. Counseling staff, teachers, and chaplains agreed that the consequences of being indiscipline

in school environment were well articulated and known among students. Regulations contributed 80% towards student discipline.

5.2.5 Summary on Students Discipline and Overall Model

The dependent variable was the student discipline. The study inquired questions on student discipline. The questions on this construct assessed indicators with regards to forms of discipline which included preventive discipline, supportive discipline and corrective discipline. The students majorly agreed and strongly agreed with the statements. It was clear that counseling staff, teachers, and chaplains agreed that schools had made meaningful strides towards ensuring that new students were subjected to scrutiny to ensure that their discipline background is known. The overall model indicated that all the alternatives to corporal punishment, that is, guidance and counseling, student leaders, chaplaincy, and rules and regulations were statistically significant in affecting students' discipline.

5.3 Conclusions

The study concluded that alternatives to corporal punishment had a significant effect on student discipline. Specifically, school guidance and counseling services affected students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya. It was evident that schools are struggling a lot when it comes to aligning the guidance and counseling services to students' needs. There has been a loophole between what the school thinks is fit to students and what the students really need as far as counseling is concerned. This resulted to students shunning counseling department facilities since they felt that even though they would use them nothing much would change. Further on, the study also

gathered that gender sensitivity was not adhered to especially when offering counseling services in mixed secondary school.

The study further discovered that involving student leaders in decision making affected students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya. The school administration had not been fully supporting the leaders whereby they were few orientations and trainings offered to them. Moreover, student leadership function was established that it did not involve other students. The fact that students and their leaders had no common ground to work upon was traced back from the appointment. It was also established that very few secondary schools in Eldama Ravine give students a chance to elect their leaders. Therefore, students got appointed to various positions not based on good discipline but by other factors relevant to their teachers. This made the student leaders not to have a voice of their own hence more like teachers' 'puppets'.

This study also discovered that chaplaincy services did not affect students' discipline in public schools in Eldama Ravine Sub-County, Baringo Kenya. It was discovered that schools had not been supporting chaplaincy activities in their school. That is, there were only few secondary schools that had employed chaplains on full-time basis. In addition, schools have been very careful to ensure that they got a reliable and morally upright chaplain in their school. That is why they had been depending on the neighboring churches such as Catholic, Methodist, and Presbyterian Church of East Africa [PCEA] churches among others to provide chaplaincy services that can be trusted. The reasons given indicated that appointing a chaplain on full-time basis was expensive in the long-run since the services offered were more or less a compliment to guidance and counseling services. Further on, little attention had been paid on their responsibilities towards shaping the

behavior of students. In as much as the common reference book was the bible, different people interpreted the Bible differently. Therefore, chances of wrong interpretation of the Bible to support one's opinion had been the problem with chaplaincy services. If the chaplain does not really give a correct interpretation of this verse, it may erode the morals of the students completely.

This study lastly discovered that rules and regulations greatly affected students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo Kenya. From the results gotten, the study attested that indeed there was a major problem with the present rules and regulations. This was because students were very aware of the consequences that they would get after breaking them but still chose to be indiscipline. This could be a retaliation by the students due to very oppressive rules that made their existence in school unbearable. The school management was also discovered to have improved awareness of rules and regulations among students in the school, however, they had relaxed in reviewing the rules at least once in a year. In as much as monitoring and evaluation was being done, little was being changed on the evaluated results gotten.

The general model results indicated that by adding one unit of XI, X2, X3, and X4, student discipline was increased or decreased by $17.898+0.091+0.027-0.095+0.122$ respectively. The overall results show that the model is valid and is statistically significant, but each construct becomes insignificant in a combined model as indicated by sig. values in the regression weight table 4.29. All alternatives to corporal punishments work together (they are jointly significant, $(P=0.028)$) and hence all of them should be emphasized and strengthened to address students' discipline in secondary schools. It was thus evident that schools are struggling a lot when it comes to aligning the significance of guidance and

counseling services to students' needs. There has been a loophole between what the school thinks is fit to students and what the students really need as far as counseling is concerned.

5.4 Recommendations

There should be consultative forums and programs established between teachers and the students on the counseling services. More emphasis should be put on the negative feedback given by the student. The school management should conduct reviews on the kind of services offered and the various inputs that student think should be included to improve guidance and counseling services. Creativity should be encouraged in raising more awareness on the services of guidance and counseling. Ministry of education should enact more policies that guide on the role of counselors and qualifications needed for one to be appointed to be a counselor. The government through the psychologist association of Kenya should enact employment agreements that could be used to get qualified counselors. However, the teacher service commission should be keen in ensuring that all schools have gotten gender sensitive psychologists

The school management should strategize on how to offer training to newly appointed/elected leaders. The teachers should consult with students when looking for recommendations on which students to fill in various slots. The government directive on allowing students to elect their own leaders should be a motivator for the student leaders to come up with a constitution that guides them on how to speak up for what is right. The ministry of education should develop policies on how to recognize secondary school leaders officially just like how university leaders are recognized by the ministry.

The school administration should work closely with chaplains to build a rapport and common ground on how chaplains should perform their duties. The Ministry of Education should liaise with clergy association of Kenya to get qualified chaplains that would be permanently posted in various secondary schools. The government of Kenya should work together with leading Bible colleges and universities to have common ways secondary school chaplains are trained so as to be neutral in their undertakings. Further on, since there is no clear scheme of service and grading for school chaplains, and guidance and counsellors in public secondary schools, the ministry of education should push for a legislative bill to be enacted by the parliament on proper salary grading on these categories of people. The school management should cultivate trust between them and chaplains hence giving them authority to perform their tasks without fear and prejudice. This would make chaplains feel worthy hence go an extra mile when providing religious advice to students hence improving their discipline.

The school teachers should device creative ways through which they can use to offer alternative punishments to students. In support of this, the Ministry of Education should develop various training and seminars to teachers to equip them on various options they could use to punish students apart from corporal punishments such as writing apology letters and proving a review report on a syllabus literature book. The ministry should go a step further to enact policies and procedures on how to punish a student without causing a body harm. The school management should have strict alternatives of punishments that are functioning so that students do not take the rules for granted. The students should encourage peer-to-peer awareness on the relevance of following rules and regulations at all times.

The school management should develop various platforms that students get a chance to express what they feel needs to change especially as far as guidance and counseling department is concerned.

On the overall model, the study recommends that teachers and counseling staff should be properly trained and oriented on how to embrace and apply these alternatives such as guidance and counseling on student discipline. The school management should provide various feedback portals and post counseling questionnaire in guidance and counseling department whereby students are able to indicate their satisfaction rate on the services issued. Chaplains' role should be more conspicuous in the school whereby they are considered key part of school staff. The school management should also select a team that whose task would be providing a review on the rules and regulations after every quarter of the year.

The implications of this study to policies and practice are that it provides information on the progress whereabouts of alternatives to corporal punishments such as guidance and counseling, student leaders, chaplaincy, and rules and regulations. Therefore, various policies opt to adjust and implement new policies on how to effectively administer these alternatives.

5.4 Suggestions for Future Studies

Since it was evident that schools were struggling a lot when it came to aligning the significance of guidance and counseling services to gender specific students' needs, future studies should focus on how gender equality affects training of counselors' professionals. Future studies should also pay attention to how leadership affects student development

while inclined to peep-to-peer relations. That is, what changes once a student is appointed or elected as far as their peer interactions are concerned.

Future studies should focus on the relationship that exists between school management and chaplains in secondary school.

There is need to explore the influence of rules and regulations on changing time periods such as through covid-19 pandemic with respect discipline.

This study was conducted in Eldama Ravine, future studies could investigate in other counties in Kenya to check whether the results would be similar or different.

The study used self-administered questionnaires and interviews to collect data. Future studies should consider adopting other methods of collecting data like focus groups so as to get an even deeper explanation from the respondents on intricacies of how alternatives of corporal punishments were affecting the student discipline.

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APPENDICIES

Appendix I: Authorization letter

Date.....

To

Principal/ Deputy Principal

Name of the Secondary school.....

P.O. Box

Eldama Ravine- Baringo Kenya.

Dear Sir/Madam,

RE: ANALYSIS OF ALTERNATIVES TO CORPORAL PUNISHMENT FOR IMPROVING STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN ELDAMA RAVINE SUB-COUNTY, BARINGO-KENYA.

I am a student in Kenya Methodist University (KeMU) pursuing master of leadership and education management. As one of requirements to complete my course, I am required to conduct research in my area of specialization. I am conducting research on the analysis of alternatives to corporal punishment for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo-Kenya.

I would therefore request for the authorization to conduct the research in this secondary school. I will collect data from various respondents such as principals/ deputy principals, teachers, guidance and counseling, chaplain and the students. The data collected will only relate to the topic of the study and used for academic purposes only. The results derived from the study will be vital in shedding light on the various alternatives that have been used by various secondary schools to curb corporal punishment. This will enhance the school's management to assess and make a decision on how various alternatives can be blended together for the improvement of secondary school's students.

Yours Sincerely,

Winnie Jeruto
EDU-3-5718-1/2013
Mobile no: 0724841632

Appendix II: Introductory letter

Dear Participant,

I am a student currently enrolled in the master of leadership and education management at Kenya Methodist University and I am in the process of writing my research project. I invite you to participate in a research study entitled as the analysis of alternatives to corporal punishment for improving students' discipline in public secondary schools in Eldama Ravine Sub-County, Baringo-Kenya.

Your responses will remain confidential and anonymous. Data from this study will be kept under secure systems and reported as a collective effort. If you agree to participate in this study, please answer the questions on the questionnaire as best you can. However, your participation in this study is completely voluntary. Please return the questionnaire on completion.

Yours Faithfully,

Winnie Jeruto
Mobile: 0724841632
Email: winniejeruto0@gmail.com

Appendix III: Students' questionnaire

Instructions

- i. Do not write your name on the questionnaire.
- ii. Answer all questions to the best of your ability.
- iii. Indicate with a tick in the space provided your choice of response and provide comments where applicable

SECTION A: DEMOGRAPHIC INFORMATION

a) What is your gender?

i. Male

ii. Female

b) Which class are you in?

i. Form one

ii. Form two

iii. Form three

iv. Form four

SECTION B: GUIDANCE AND COUNSELING

This section has statements regarding the influence of guidance and counseling on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (✓) or cross mark (x).

Guidance and Counseling					
Statements related to guidance and counseling	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) There is a guidance and counseling department in our school.					
b) The guidance and counseling sessions are private and students do not get marginalized after they confine to the counselor					
c) Student counselor is friendly and attentive to students					
d) The process of guidance and counseling is well understood by the students such as timeline for each counseling session					
e) Guidance and counseling department is actively engaged in publicizing its services through orientation of new students, during assemblies, and school clubs.					
f) Students fully utilize counseling services and complete the whole process of counseling					
Guidance and counseling services play a crucial role in addressing indiscipline issues among students					

f) What are some of the reasons as why the use of guidance and counselling has not been effective in addressing students' discipline?

1) Provide your suggestions on what you think should be done on guidance and counselling in order to improve students' discipline in secondary schools.

SECTION C: STUDENT LEADERS

This section has statements regarding the influence of student leaders on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (√) or cross mark (x).

Student leaders					
Statements related to student leaders	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) Student leaders have great team work with the students where there is clear communication between students and student leaders					
b) There is great support given to student leaders by the school					
c) Student leaders are able to manage and balance both academic and leadership roles					
d) Students' finances such as the one contributed through various school clubs are well governed through oversight by the student leaders					
e) The appointment of student leaders is free and fair based on discipline levels among other factors					
f) There are orientation programs and other refresher trainings offered to students who have been freshly appointed as student leaders					
Students leaders play a crucial role in addressing indiscipline issues among students					

f) What are some of the reasons as why the use of students' leaders has not been effective in addressing students' discipline?

2) Provide your suggestions on what you think should be done on students' leadership in order to improve students' discipline in secondary schools.

SECTION D: CHAPLAINCY

This section has statements regarding the influence of chaplaincy on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (√) or cross mark (x).

Chaplaincy					
Statements related to chaplaincy	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) I have ever spoken with or had a conversation with the school chaplain					
b) I have been involved with the chaplain through group activities run by the chaplain					
c) The school chaplain is actively involved towards student's spiritual growth such as occasional sermons to enable student's moral behavior shaping					
d) The chaplain is authorized by the school management to offer one on one prayers with the students without necessarily involving teachers.					

e) There is nurturing of skills and talents such as instruments playing which helps students become busy hence not indulge in indiscipline issues.					
f) Chaplaincy program has improved self-confidence, and health family relationships while dealing with domestic relations, intimidation and harassment, loneliness, sorrow and death loss among students.					
Chaplaincy program has played a crucial role in addressing indiscipline issues among students					

f) What are some of the reasons as why the use of chaplaincy has not been effective in addressing students' discipline?

3) Provide your suggestions on what you think should be done on chaplaincy in order to improve students' discipline in secondary schools.

SECTION E: RULES AND REGULATIONS

This section has statements regarding the influence of rules and regulations on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (√) or cross mark (x).

Rules and regulations					
Statements related to rules and regulations	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) There is well documented rules and regulations booklet that is given to students when being admitted in school					
b) There is a discipline teacher who is responsible in enforcing rules and regulations					
c) There are fair disciplinary actions taken on students who have violated the rules and regulations					
d) Annual reviews on rules and regulations are done regularly to ensure they updated.					
e) There is a system of anonymous reporting of any breakage of rules and regulation among students to the school's administration without identity of the reporter being revealed.					
f) Rules and regulations play a crucial role in addressing indiscipline issues among students					

f) What are some of the causes of not following rules and regulations at your school?

4) Provide your suggestions on what you think should be done on rules and regulations in order to improve students' discipline in secondary schools.

f) What are some of the causes of not following rules and regulations at your school?

SECTION F: STUDENTS DISCIPLINE

Student discipline					
Statements related to student discipline	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) Guidance and counseling have improved student discipline					
b) The management of discipline of students in Kenyan secondary school is made possible through student leadership					
c) Chaplaincy program has improved students' discipline					

d) Rules and regulations have increased student discipline					
e) Teachers are very active in providing direction on how to be discipline among students such as through creation of timetables.					
f) There is a reward and motivational system to motivate students to be well disciplined					
g) The school has invested in programs that help students change from bad behaviors to good ones					

Appendix IV: Guidance and counseling staff, teachers, and chaplain’s questionnaire

Instructions

- iv. Do not write your name on the questionnaire.
- v. Answer all questions to the best of your ability.
- vi. Indicate with a tick in the space provided your choice of response and provide comments where applicable

SECTION A: DEMOGRAPHIC INFORMATION

- a) How long have you worked in this institution?
 - i. Less than 1 year
 - ii. 1-2 years
 - iii. 2-5 years
 - iv. Above 5 years

SECTION B: GUIDANCE AND COUNSELING

This section has statements regarding the influence of guidance and counseling on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (√) or cross mark (x).

Guidance and Counseling					
Statements related to guidance and counseling	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) Guidance and counseling services control abuse of drugs and substances in this school					

b) Students are aware of guidance and counseling services that address their physical and psychological needs					
c) Guidance and counseling impart skills to cope with challenges of adolescent transformation.					
d) There is total support from the school's management especially in publicizing the services offered in guidance and counseling					
e) There is an established peer to peer counseling programs that enables shy students who cannot open up to schools' counselors to open up to their fellow students					
f) The school has complied with the government directive on having counseling programs					

g) What are some of the ways through which counselors and teachers are currently using to help students cope with post covid-19 stress which may be a source of indiscipline in public secondary schools?

.....

.....

.....

h) Which guidance and counseling strategies are used when counseling students in this school?

.....

.....

SECTION C: STUDENT LEADERS

This section has statements regarding the influence of student leaders on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (√) or cross mark (x).

Student leaders					
Statements related to student leaders	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) Student leaders are involved in formulation of policies governing management of student affairs and therefore enforce policies' implementation					
b) Student leaders regularly attend welfare committee meetings that discuss safety, accommodation and catering issues					
c) Academic workload and social life allow proper planning for student welfare activities and therefore there are few strategic communal activities					
d) There are clear channels of communication on welfare concerns of the students					
e) Proper coordination has promoted regular meetings between student leaders and students and therefore problems that may cause riots are identified on time					
f) There are rewards of student councils when they play significant role in improving discipline in secondary school					

SECTION D: CHAPLAINCY

This section has statements regarding the influence of chaplaincy on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (✓) or cross mark (x).

Chaplaincy					
Statements related to chaplaincy	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) Students are highly interested in using chaplaincy services such as prayers					
b) There is support from for the program from school community					
c) There is an elaborate method used to assess the impact of chaplaincy on students by the school					
d) The profession of chaplaincy is attractive enough hence consistent bonding with students. This helps in improving openness by the students					
e) There is a manual available through which a chaplain is able to follow to ensure that he/she is well-versed with their job descriptions					

f) What creative ways have the pastors/ chaplains developed into which they minister to students based on the challenges they are encountering?

.....

g) Which values that govern various chaplains in secondary schools on religious matters?

SECTION E: RULES AND REGULATIONS

This section has statements regarding the influence of rules and regulations on improvement of student discipline. Kindly respond with the response that matches your opinion. Kindly use the scale 1-Strongly disagree, 2-disagree, 3- Neutral, 4- Agree, 5- Strongly agree to rate your response on each statement in the table below by ticking as appropriate in the boxes using a tick (√) or cross mark (x).

Rules and regulations					
Statements related to rules and regulations	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) Rules and regulations have increased knowledge on negative effectives of indiscipline cases.					
b) There is improved behavior of the students due to constant reminder of following school rules and regulations during assemblies and meetings					
c) There is a clear procedure that is well understood by school staffs on how to go about a student who has broken the rules and regulations					
d) Teachers are motivated to go an extra mile towards assisting students in their academic endeavors since students' indiscipline cases are minimized.					

e) Students are normally involved in formulation of rules and regulations in their respective secondary schools.					
f) School management has put more emphasis on proper implementation and monitoring of pupils' compliance with the rules and regulations.					

SECTION F: STUDENTS DISCIPLINE

Student discipline					
Statements related to student discipline	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
a) There is a thorough background check of new student's discipline joining the school					
b) The school management has put into place various rehabilitative programs to improve discipline among students					
c) There are policies that guide teaching and non-teaching staff against excessive administration of brutal discipline to students.					
d) The school has emphasized to teachers to administered various creative alternatives to corporal punishments as guided by the ministry.					
e) There are clear regulations that protect students from being harmed by their teachers					
f) Teaching and non-teaching staff have undergone various trainings on how to administer punishments in accordance to government regulations					

Appendix V: Interview guide

Instructions

- vii. Respond accordingly to the best of your knowledge

SECTION A: DEMOGRAPHIC INFORMATION

- i. How long have you served as a principal/ deputy principal in this institution?
- ii. What is your highest level of education?

SECTION B: GUIDANCE AND COUNSELING

- i. Highlight some measures that you have put in place to ensure that student discipline is improved through guidance and counseling Department?
- ii. Explain how you usually assess performance of guidance and counseling staff?
- iii. Provide your opinion on effectiveness of guidance and counseling services in addressing students' discipline in secondary schools?
- iv. Suggest strategies for strengthening guidance and counseling services in secondary schools?

SECTION C: STUDENT LEADERS

- i. Explain how school's management supports student leaders?
- ii. Briefly explain the procedures used to appoint student leaders in your school?
- iii. Kindly clarify on the frequency of meetings held with the student leaders to listen to their grievances?
- iv. Provide your opinion on effectiveness of involving students' leaders in decision making as a measure of addressing students' discipline in secondary schools?
- v. What improvement would you recommend on students' leaders in order to strengthen their role in addressing indiscipline among students in secondary schools?

SECTION D: CHAPLAINCY

- i. Describe the process through which a school chaplain follows to ensure various issues noted among the students are communicated to the school management?
- ii. Explain the impact that the school chaplain has brought towards improving student's behavior?

- iii. Enlighten the study on how the school regulates the content that is given to students by the chaplains?
- iv. Provide your opinion on which policies have been developed pertaining pastoral/ chaplaincy care/ duties in this secondary school?

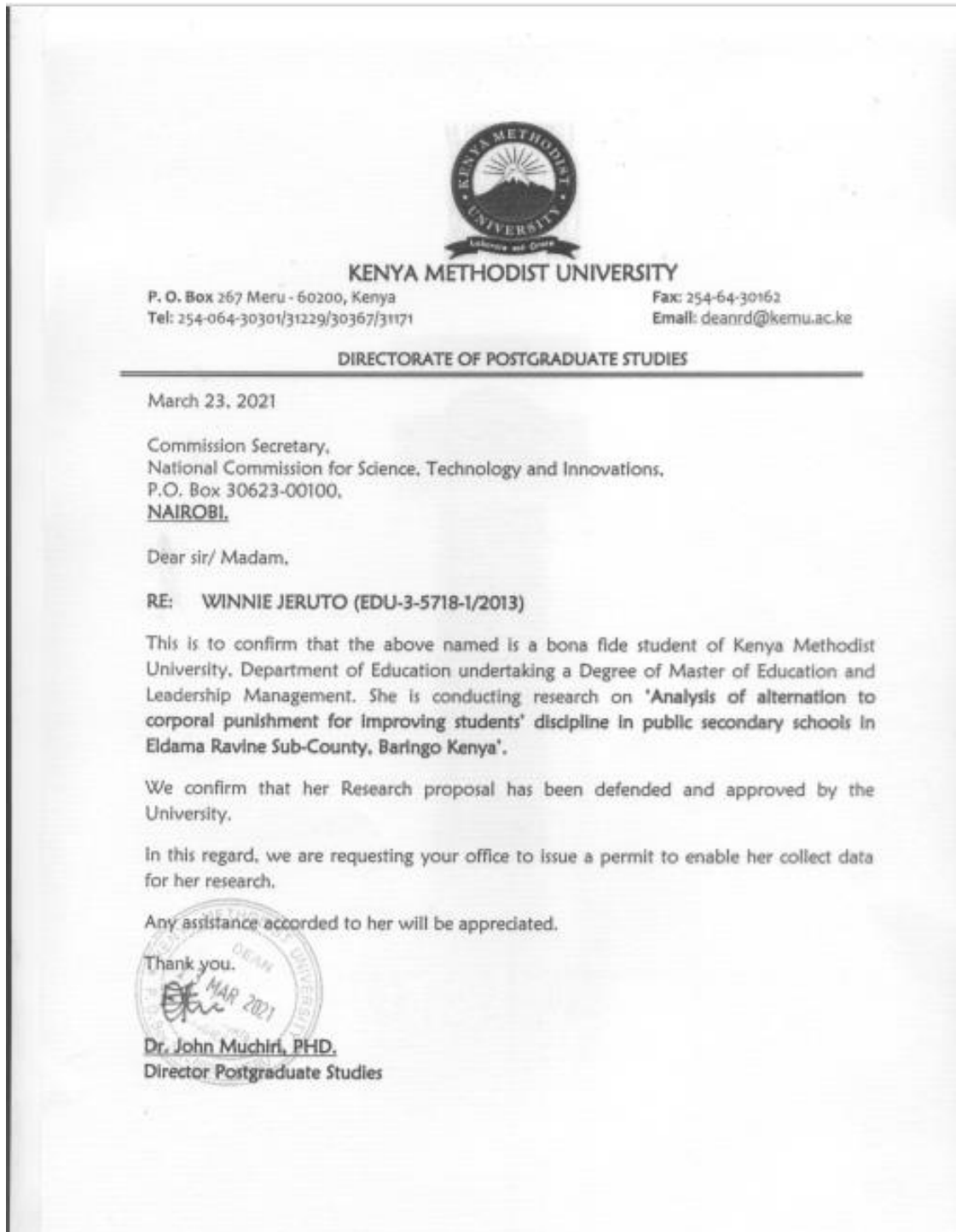
SECTION E: RULES AND REGULATIONS

- i. Clarify on the intervals that the rules and regulations reviews get done?
- ii. Describe how do you ensure that students are fairly punished when they break rules and regulations?
- iii. Highlight the sources that are used to draft rules and regulations?
- iv. Explain how you monitor whether students are following the rules and regulations?






SECTION F: STUDENTS DISCIPLINE

- i. Suggest various reforms that have been established on student's discipline regulations to improve students' discipline?
- ii. Describe the main enforcers of student discipline in the school?
- iii. Explain which methods are used in assessing student discipline growth?

Appendix VI: Introduction Letter



Appendix VII: NACOSTI Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 170580	Date of Issue: 08/April/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Miss. WINNIE JERUTO of Kenya Methodist University, has been licensed to conduct research in Baringo on the topic: ANALYSIS OF ALTERNATIVES TO CORPORAL PUNISHMENT FOR IMPROVING STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN ELDAMA RAVINE SUB-COUNTY, BARINGO-KENYA for the period ending : 08/April/2022.</p>	
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