

## **Effectiveness of Disciplinary Procedures on the Development of Values among Learners in Public Secondary Schools in Nakuru County, Kenya**

Linnet Beldina Ayako Namai<sup>1</sup>, Dr. Beatrice Manyasi<sup>2</sup>, Dr. Florence Mobegi<sup>3</sup>

<sup>1</sup>Department of Curriculum Instruction and Education Management, School of Education, Maasai Mara University

<sup>2</sup>Department of Curriculum Instruction and Education Management, School of Education, Maasai Mara University

<sup>3</sup>Department of Curriculum Instruction and Education Management, School of Education, Maasai Mara University

Corresponding Author: Linnet Beldina Ayako Namai

---

**Abstract:** *In Kenya, there have been many cases of unrest and indiscipline in secondary schools across the country in the last 3 years, a fact that creates doubts as to whether or not disciplinary procedures adopted are effective. Indiscipline has been reportedly high in most schools in Nakuru County precipitated by the high level of deteriorated values among students. It appears the values yielded by these procedures are contrary to expectation. The purpose of this study was to assess the effectiveness of disciplinary procedures in the development of values among learners in public secondary schools in Nakuru County. The target population comprised 285 principals, 2458 teachers and 285 student leaders in the 285 public secondary schools in the county. A sample size of 86 principals, 86 students' representatives and 86 Form three class teachers drawn from 86 schools were selected to participate in the study using simple random sampling for teachers and purposive sampling technique for principals and student leaders. Data was collected using questionnaires and analyzed using descriptive statistics such as frequencies, means, and percentages. The study concludes that disciplinary policies and procedures were effective in the development of values among learners in public secondary schools in Nakuru County. The main policies and procedures that contributed to the effective development of values among learners included suspension and expulsion of highly indisciplined students, withdrawal of privileges, use of behaviour modification and withdrawal from class activities for a specified period. The study recommends that school management should consider scaling up mechanisms to ensure that individual teachers are assisted in implementing positive behaviour support and restorative practices among students.*

**Key words:** *Development of values, Effectiveness, disciplinary procedures, learners, public secondary schools, Nakuru County, Kenya, school Management, School Discipline*

---

Date of Submission: 23-05-2019

Date of acceptance: 08-06-2019

---

### **I. Introduction**

Education is necessarily a process of inculcating values to equip the learner to lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society (Gangola, 2015). Philosophers, spiritual leaders and educationists such as Salmons (2014) worldwide, all in various ways, have emphasized the role of education for 'character development', 'bringing out the latent potentialities and inherent qualities' and developing an 'integrated personality' for the wellbeing of the individual and the society at large. Management procedures that develop important values for students in secondary schools need to be carefully considered. Such procedures need to be planned for and set in motion after thorough understanding of student diversity and institutions' operational dynamics. Value education has been mainly expressed in terms of the development of values and virtues like honesty, self-control, respect, responsibility, and loyalty for personality/character development of the individual per se without situating them in the prevailing social, cultural realities and conditions (Gulati & Pant, 2010). Developing values among students is central to institutional effectiveness.

Students are priceless assets and most essential elements in education (Nakpodia, 2010). It is absolutely necessary to direct students to exhibit acceptable attitude and behaviour within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational

organization (Ndeto, 2013). Among management procedures adopted in schools are discipline procedures. Reasonable disciplinary policies and procedures are prerequisites in resolving students' discipline problems for the efficient functioning of schools (Nakpodia, 2010).

In many countries, the educational program is incomplete without adding the element of values. In Malaysia, there is an emphasis on directing management processes towards values such as honesty, respect, peace, love and tolerance among others (Habibah, Mahyuddin & Pihie, 2004). School leaders play the important role in formulating and implementing policies, procedures, and strategies for managing students' behavior. As the 'captain of the ship', it becomes the responsibility of the school leader to have systems in place to prevent disruptive behavior for the smooth functioning and attainment of school objectives (Kinsler, 2013).

According to Tallam, Tikoko, Sigei, and Chesaro (2015) indiscipline is quite high in most schools and one major indiscipline issue is bullying. Although most schools have a disciplinary committee, they are not effective and the alarming issue is that there is a steady decline in school values in Kenya. This is evidenced by demonstrations in secondary schools, burning school property and open disrespect to teachers. Despite the concerted effort to provide resources for tuition and improving the school, many schools are still struggling to address discipline and rapid decline of values among students (Macharia, Thinguri & Kiongo, 2014). The government has invested heavily in improving both the access and quality of education, in an effort to realize the promise of education as well as to achieve the education-related Sustainable Development Goals and Vision 2030. Despite the efforts made by the Ministry of Education to democratize the school administrative system, unrest has continued to take a toll in secondary schools. Not only are students violent and destructive but they are also premeditated and planned and have caused a lot of harm to human life. Procedures need to be developed, and the very act of developing procedures that support the functions bring on board desirable values for both teachers and students.

## **1.2 Statement of the Problem**

The responsibility of ensuring that school functions are executed correctly and in an orderly manner rests in the effectiveness of management procedures to develop values among learners. Different school environments call for different approaches. In 2015 over 50 schools in 11 counties were closed down in Kenya due to cases of unrest associated with indiscipline. Indiscipline is reported to be high in most schools in Nakuru County. The rise in cases of indiscipline, which today is evidenced by numerous strikes, destruction of property, burning down of dormitories and unprecedented closure of schools leaves a lot of questions unanswered. The situation is so bad in Nakuru that it has led to the temporal closure of the affected schools and causing the same ill spirit of indiscipline to unaffected schools. This has a negative impact on students, especially the KCSE candidates who are supposed to be preparing for national examinations. For example, indiscipline aspects such as boycotts, strikes and demonstrations have been most common discipline problems experienced in Rongai Sub-County, Nakuru County. The high level of deteriorated values in many secondary schools in Nakuru County is a concern to parents, educationists and researchers who strongly feel that these aspects need to be studied. Some stakeholders blame the school management and wonder whether the school management procedures laid down to instill values in students are effective. In the county, student behaviour appears to be influenced by student leadership. While it may appear obvious that there is a problem with school leadership across, this may not be the case. It could also be because the existing disciplinary procedures have not been effective in developing required values among teachers and learners. Therefore, the paper examined the effectiveness of disciplinary procedures in the development of values among learners in public secondary schools in Nakuru County.

## **II. Literature Review**

### **2.1 Management Policies and Procedures in Schools**

According to Mafabi (1993) management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules or standards of behavior can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behavior expected of every individual in the group (Jeong, 2005). Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts. Regulations, on the other hand, are authoritative orders with a course of law intended to promote order and efficiency in an organization. Lupton and Jones (2002) also concurred with Okumbe (1998) and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations, therefore, prescribe the standard of behavior expected of the teachers and the students. However, these researchers did not say anything about how these school rules and regulations influence the development of school values among students.

According to Adams (2003) schools' rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at the secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specified in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools, students break these rules and regulations with widespread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with the closure of schools and suspension of students that affect students' academic performance. This brings the dilemma as to whether these policies and procedures are effective strategies of instilling values in students.

In Kenya Macharia, Thinguri and Kiongo (2014) observed enforcement is also done through prefects. Elsewhere, Kabandize (2004) carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, policies and procedures are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2001) also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense. The consequences of such undisciplined behaviors may result in poor students' academic performance. Kristo (2010) points out that value education is critical for the running of the school. Through the support of parents, the community and the dedication of all school staff, it is this author's belief that character education has the capability to really make a difference in the lives of students by helping them develop a strong value system and teach them the skills to interact and survive in their society. This can be done by having in place and enforcing relevant policies and procedures.

## **2.2 Contribution of Disciplinary Policies and Procedures on the Development of Values among Learners in Secondary Schools**

According to Temitayo, Nayaya and Ajibola (2013) school discipline refers to the regulation of children and the maintenance of order in schools. For example, these rules may define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment, which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means the management of disciplinary setback in conformity with the school rules. Their study points some of the most common problems to include: defiance of school authority; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; and theft; and leaving school compound without permission. Every school manager should be committed to ensuring that the school provides a safe and orderly environment in which teaching and learning take place each day. However, Temitayo's study did not whether or not disciplinary policies and procedures were essential in developing good behavior through developed values.

Otoro (2012) recommended that school managers should do a pre-analysis of students' needs before schools open. The Deputy Principal should always be in school in the absence of the principal. Regular staff meetings should be held and that student representatives should attend these meetings. Prefects should be trained through seminars and workshops on leadership and counselling. Otoro (2012) also recommended that disciplinary procedures concerning suspension and punishment should be clearly communicated to both students and teachers, and the teacher on duty should reside in the school compound to ensure that students are where they should be and that any problem arising is handled immediately. When students understand their expectation they will be compelled to adhere to the procedures laid down and learn important values. Otoro's study sought to establish causes and school managers' responses to strikes in Machakos District. Besides, while it emerges from Otoro's study that disciplinary procedures are important in the management of indiscipline among learners, the researcher did not establish a clear link between disciplinary policies and procedures, and development of values among learners.

Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class. This includes positive approach, teacher effectiveness training, appropriate school leaving theory and educational philosophy, detention, suspension or temporary exclusion, exclusion or expulsion, deprivation of privilege, and moral punishment. According to Emmer (2005) posits that teacher effectiveness in instilling values in students is a function of the quality training they received. Emmer (2005) opined that effective teacher training reflects in pupils' knowledge through problem-solving and negotiation techniques. Positive Approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils. Appropriate School Leaving Theory and Educational Philosophy is a strategy for preventing violence and promoting order and discipline in schools, put

forward by educational philosopher (Carmody, Evans, Krogh, Flood, Heenan & Oviden, 2009) and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school. It is important a comprehensive discipline strategy is modeled by carefully crafted disciplinary policies and procedures. The contribution of these policies and procedures towards the development of values among learners is not standardized, and thus, varies from area to area. The situation in Nakuru County thus needs to be examined independently.

According to Pettit (1997) Suspension or Temporary Exclusion is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that a student only reports in school but serve punishment like cutting grass or digging holes or uprooting a plant or work in school farm. Withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of a pupil from school is the right of the Ministry of Education based on how the school had reported. However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents. Does this approach help in developing values among learners? Is it used in schools in Nakuru County? This study will establish the link between such policies and procedures and value creation among learners in public secondary schools.

Dodge (1993) noted that deprivation of privilege is a useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrongdoer. Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to. Temitayo, Nayaya & Lukman (2013) observed that great care and discernment are needed before such a form of punishment is resorted to because it could never halt the self-respect of the wrongdoer. Self-government means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It, therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate with living and democratic organization.

In the case of praise and blame, the teacher must be very careful in his allocation of praise and blame. The tongue is said to be a most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon, which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lowers the self-respect of the pupil, tampers with his or her ego and permanently estranges him from the teacher and the school order. There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.

It has a necessary place in the school economy but it must be based on certain principles if it is not to be a "hit or miss" affair. Seita (1996) cited Saunders (2013) identified the following guidelines for the use of punishment. Punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns, which they inherit, and in those, which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.

According to Saunders (2013) there should be clarity about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal. Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offense again. When the offender realized that he deserves punishment, punishment becomes necessary. Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifference in such matters. Briefly, all the above-mentioned measures except blame and sarcasm are positive measures to secure discipline but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. Scult (2009) opined that children are dynamic, effervescent and therefore, heedless. They need checks to prevent excesses, restrictions to keep them within the speed limit of property. In lieu of this, Rogers (1995) came up with a school discipline policy, which provides a framework that corresponds with what a school will seek to practice. Drug abuse among students results in general indiscipline in institutions of learning (Koech, 2006). The 2001 Report by Central Region Education Board and the Integrated Regional Information Network (IRIN) on causes and

remedies of indiscipline in secondary schools in Central Kenya attributed unrest in schools, including the 2001 fire tragedy in Kyanguli secondary school where 67 students died to drug abuse (Kaburu, 2006). Continued use of drugs may lead to addiction, a condition in which the abusers must take drugs in order to feel normal whether they like it (Winkel, 2010). Consequences of drug abuse on the health of the individual depend on the type of drug abused (O'Neil, 2012). In Kenya, reports show that many people have died and others lost sight because of taking local brews adulterated with harmful chemicals like Formaldehyde. However, these reports appeared to focus much on the causes and consequences but did not focus much on school procedures and policies geared towards values development among secondary students.

### **2.3 Values among Learners**

Gumisiriza (2012) observed that secondary school students indulge in high-risk behaviours involving drugs, alcohol abuse and sexual relationships. Leichsenring (2010) mentions a number of values that are critical among the youth. The list of values are listed and brief definitions of scope are offered for each of them: *care and compassion*: care for self and others; *doing your best*: seek to accomplish something worthy and admirable, try hard, pursue excellence; *fair go*: pursue and protect the common good where all people are treated fairly for a just society; *Freedom*: enjoy the rights and privileges of being an Australian citizen, free from unnecessary interference or control, and stand up for the rights of others; *Honesty and Trustworthiness*: be honest, sincere and seek the truth; *Integrity*: act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds; *Respect*: treat others with consideration and regard, respect another person's point of view; *Responsibility*: be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways contribute to society and to civic life, take care of the environment; and *Understanding, Tolerance, and Inclusion*: be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

School leadership is critical in developing values education as a core part of schooling; Values must be explicitly articulated and explicitly taught; and it is critical to student learning that there are consistency and congruence between the values espoused and the values modeled; Professional learning of all teachers is critical at all stages of the development of values education; Developing positive relationships in classrooms and schools is central to values education; Success is achieved when values education is integral to all aspects of school life; Schools working in clusters can foster effective professional development and quality teaching and learning as well as provide support for values education initiatives; and Supportive critical friends and mentors contribute markedly to professional development and the values education work of schools.

### **2.4 Theoretical Framework**

This study was guided by Okumbe's (1999) Goal Setting Theory. In this theory, Okumbe argues that goal setting is central to the management of human beings. Goal setting theory is a motivation theory applicable in industrial and organizational psychology, human resource management and organizational behavior. Goal setting involves establishing specific, measurable and time-targeted objectives. Further, it is a major component of the social, intellectual and moral development of individuals. Goals perceived as realistic are more effective in changing behavior. Okumbe goes on to say that working toward a goal provides a major source of motivation to reach the goal, which, in turn, leads to improved performance. Goal setting suggests an effective tool for making progress by ensuring that participants in a group with a common goal are clearly aware of what is expected of them if an objective is to be achieved. Dodge (1993) adds that goal setting provides a 'sense of direction', which enables people to specify their work towards their own objectives.

The theory is relevant to this study in that through policies and guidelines that involve proper communication of goals to the students and help manage the learning environment in school and classroom, they are learned to practice and behavior. Students go through the school system not only with academic achievement but enriched with good values. In other words, goal setting contributes to good discipline leading to a good performance in KCSE. Disciplined students work hard to achieve their set goals and objectives.

## **III. Research Methodology**

The study adopted a descriptive research design. This design allowed the collection of data using questionnaires and interview schedules. The study captured the opinions of the principals, teachers and students' representatives on management procedures that develop values among learners in secondary schools in Nakuru County. This design was considered appropriate since the study involved collecting data in respect to select management procedures that develop values among learners in public secondary schools in Nakuru County. The target population was 285 public secondary schools in Nakuru County (Nakuru, County Education Office, 2014), from which an accessible population of 285 school principals, 285 teachers, and 285 parents' representatives was used. The target population of teachers comprised of Form three class teachers who were estimated at 285. The study targeted different schools spread in different environments within the County. The

respondents were from public secondary schools. Stratified random sampling technique was used. The schools were classified and selected according to the Sub Counties and then clustered as either national schools, county schools or sub-county schools. At least 30% of the total population was considered representative. From each of the 86 secondary schools, one principal, one student leader, and one teacher were selected. This translated into 86 form three class teachers, 86 principals and 86 student leaders. Purposive sampling technique was used in the selection of principals and student leaders, given that each public secondary school has only one principal and student leaders (the president of the student council). Teachers were selected using random numbers considering their population number in each school and the fact that some schools had more than one stream. Data was collected by use of questionnaires, interview schedules and focus group discussions. Questionnaires were preferred for their suitability and easy administration. Quantitative data collected from closed-ended questions was coded and keyed into SPSS computer software databases; organized and cleaned of any errors that may have occurred during data collection. Descriptive statistics such as frequencies means and percentages were computed when analyzing general characteristics of the respondents, and all objectives i) to iv). The study used the Chi-square ( $\chi^2$ ) in determining the associations between the independent and dependent variables. Qualitative data was classified and analyzed according to categories and sub-categories or themes and sub-themes based on the study objectives and research questions. The results were presented in the form of tables and charts and in prose form (narratives).

#### IV. Results And Discussions

##### 4.1 Disciplinary Policies and Procedures

The results on the indicators of disciplinary policies and procedures from teachers, and the results are as presented in Table 1.

**Table 1: Descriptive Statistics for Disciplinary Policies and Procedures**

Statements	N	Mini	Maxi	Mean	Std. Deviation
As a teacher I always ensure that students adhere to disciplinary policies and procedures	79	1	5	4.44	1.174
Corporal punishment	79	1	5	1.66	1.367
Suspension of undisciplined students	79	1	5	3.96	1.224
Expulsion of highly undisciplined students	79	1	5	3.85	1.331
Exclusion and civil rights issues	79	1	5	3.11	1.536
Withdrawal of privileges	79	1	5	3.62	1.180
Use of behaviour and attendance sheets to monitor behaviour	79	1	5	3.66	1.036
Withdrawal from class activities for a specified period.	79	1	5	3.75	1.193
Individual teachers are assisted in implementing positive behaviour support and restorative practices.	79	3	5	4.63	.581
Valid N (listwise)	79				

The findings in Table 1 show that the statement implying that teachers ensured that students adhere to disciplinary policies and procedures recorded a mean score of 4.44. This mean score was higher than the neutral mean score of 3.0. This implied that teachers in most of the participating schools in Nakuru County took matters of student discipline seriously. The critical role of teachers in enforcing disciplinary policies and procedures is emphasized in a study by Otoro (2012) who indicated that teachers needed to take this task seriously. The statement suggesting that corporal punishment was used in schools as disciplinary measure recorded a mean score of 1.66. The recorded mean score was much lower than the neutral mean score of 3.0. This implied that corporal punishment was not used in most schools. The Kenyan government banned corporal punishment in Kenyan schools in 2001 and enacted the Children's Act (Government of Kenya, 2001) which entitles children to protection from all forms of abuse and violence. However, some public secondary schools were still using this approach despite ban by the government.

The findings show that the use of suspension of undisciplined students recorded a mean score of 3.96. This mean score was higher than the neutral mean score of 3.0. The implication was that most of the teachers used suspension of undisciplined students as a disciplinary measure. Expulsion of highly undisciplined students recorded a mean score of 3.85, Exclusion and civil rights issues (3.11), Withdrawal of privileges (3.62), Use of behaviour and attendance sheets to monitor behavior (3.66), and Withdrawal from class activities for a specified period (3.75). All these measures recorded mean scores above the neutral mean score of 3.0, implying their great application in public secondary schools in Nakuru County. The study also found that the statement implying that individual teachers are assisted in implementing positive behaviour support and restorative practices recorded a mean score of 4.63. The mean score was way above the neutral mean score of 3.0. This implied that there was support to individual teachers in ensuring student discipline and positive behavior.

#### 4.2 Association between Disciplinary Policies and Procedures, and Development of Values among Learners

The results on the association between disciplinary policies and procedures and development of values among learners are represented in table 2.

**Table 2:** Association between Disciplinary Policies and Procedures, and Development of Values among Learners

			Development of Values among Learners				Total
			Poor	Fair	Good	V.Good	
Disciplinary Policies and Procedures	Not effective	Count	0	3	0	0	3
		Expected Count	.5	1.5	1.0	.0	3.0
	Moderately effective	Count	2	20	6	1	29
		Expected Count	4.4	14.7	9.5	.4	29.0
	Effective	Count	10	13	<b>20</b>	0	43
		Expected Count	6.5	21.8	<b>14.2</b>	.5	43.0
	Very Effective	Count	0	4	0	0	4
		Expected Count	.6	2.0	1.3	.1	4.0
Total	Count	12	40	26	1	79	
	Expected Count	12.0	40.0	26.0	1.0	79.0	

From table 2, it is observable that the observed score with the highest point where disciplinary policies and procedures and development of values among learners meet at (Observed = 20, Expected Count = 14.2) which correspond with the value strengths of effective for disciplinary policies and procedures and good for development of values among learners (at the highest total for development of values among learners = 43). This implied that disciplinary policies and procedures are effective in influencing the development of values among learners. This is explained further in the Chi-Square Tests results in table 3.

**Table 3:** Chi-Square Tests for Disciplinary Policies and Procedures

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.807 <sup>a</sup>	9	.014
Likelihood Ratio	24.110	9	.004
Linear-by-Linear Association	.035	1	.852
N of Valid Cases		79	

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .04.

#### Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.513	.014
	Cramer's V	.296	.014
N of Valid Cases		79	

The findings in table 3 show that 11 cells (68.8%) have expected count less than 5. The Pearson Chi-Square was 20.807 with a p value of 0.014 ( $X^2 = 20.807, df = 9, p < 0.05$ .) Given that the p value is lower than 0.05, it emerges that disciplinary policies and procedures as enforced in public secondary schools was an effective measure of the development of values among learners. Both the Symmetric Measures (Phi and Cramer's V) are showing p value at 0.014, and the association was statistically significant. The findings are in agreement with Otoro (2012) who established that disciplinary procedures were critical in the development of learners' values.

#### 4.4 Descriptive Analysis for Disciplinary Policies and Procedures: Students' Responses

The responses from student leaders through interview schedules revealed that 45 out of 79 student leaders indicated that in case of indiscipline, interrogations and investigations were conducted first to get to the root cause of the indiscipline. The student is given a chance to explain him/herself. After this, depending on the weight of the indiscipline case the student is suspended, expelled or given a punishment of either sweeping or cleaning the compound. This procedure was also detailed during the two Focus Group Discussions. Also 19 out of 79 student leaders indicated that a student found to be on the wrong side of the school rules he/she is first taken through a counselling session in order to establish the drive behind him or her violating school rules. After this the student is suspended from attending extra curriculum activities for a week in order for them to re think about their behaviors.

The study also found that in some of the cases, 9 out of 79 student leaders, pointed out the disciplinary procedure included corporal punishment which was usually administered by parents. One of the student leaders is reported saying "After which the parents of the students are called to come and help in deciding the fate of the student involved. Only the parent does caning". However, this procedure was not mentioned during the two

Focus Group Discussions. When asked what lessons they learnt from the disciplinary policies and procedures as applied at their school, the respondents pointed out that students are forced to uphold high discipline at all times since they are aware of the consequences of their indiscipline. The students who fear heavy punishment try as much as possible to protect their image and not being found in any indiscipline cases; and so many students love extra curriculum activities therefore when threatened to be denied to participate in any of them really breaks them thus they try as much as possible to be disciplined.

#### **4.4 Descriptive Analysis for Disciplinary Procedures: Principals' Responses**

The source of these responses was the open ended questions in the principals' questionnaire. The findings from the principals as to the types of disciplinary practices used and the reasons were explored. According to 4 out of the 79 principals, corporal punishment was used because it helped instill pain and fear among learners making them not to repeat the wrong doing. In other words it had a deterrent effect among undisciplined learners. The findings show that 43 out of the 79 principals indicated that use of suspension of undisciplined students was favoured because it had a deterrent effect among undisciplined learners, gave room for proper investigations, 31 out of 79 principals indicated that the measure allowed a chance for the intervention of the parent or guardian. The measure isolated the wrong doer from others to avoid influence (11 out of 79), and gave the student an opportunity to go and think about their mistakes and probably change (23 out of 79).

According to 27 out of the 79 principals use of expulsion was favoured since it helped prevent further damage or influence to other students, 22 out of 79 indicated that this was used as a last resort as the level of indiscipline had increased beyond the teachers' control. The findings also show that 33 out the 79 principals indicated that this was done to protect other students from the excesses of the undisciplined cases. The study also gathered through further probing that this measure was only applied in extreme cases, as such students were found to be a threat to school safety and student safety.

Another measure adopted to manage indiscipline cases was withdrawal of privileges. According to 31 out of the 79 principals, this measure was used because, it helped the wrong doer realize the seriousness of the offense committed and realize that this was wrong. This form of punishment gave the student a chance for self-reorganization, and allowed for improvement (16 out of 79), provided an opportunity for self-reflection (21 out of 79), and the reason of making the student more disciplined so as to continue enjoying the privileges (33 out of 79), and allow the student come back to his/her senses (7 out of 79). Moreover, 19 out of the 79 principals used behavior and attendance sheets to monitor behavior was used for the reason that it helped check for any improvement/change. Other reasons include monitoring change of behavior (6 out of the 79 principals), and helping the student improve to become a better and disciplined student (28 out of the 79 principals).

The use of withdrawal from class activities for a specified period as a punitive measure was favoured since it helped avoid so much mingling with other students (36 out of the 79 principals). The measure was used was used in order to make the student realize his/her mistake (34 out of the 79 principals), and to make the student learn and change (18 out of the 79 principals). Further probing revealed that this was also to serve as a lesson to other students and make them avoid engaging in such unacceptable practices. Similarly, the use of detention of undisciplined students was used for the following reasons. This measure was used to give the students a chance to think about their behavior (44 out of the 79 principals). Another reason was to deter the students from committing the mistake again (24 out of the 79 principals). Detention was also used to give the learner the opportunity to rectify the mistake or complete work given.

Convening of a school support group as a disciplinary procedure was favoured for the following reasons: awareness creation (27 out of the 79 principals), enhancement of good behavior (34 out of the 79 principals), fostering of discipline among students, and themed peer counselling (24 out of the 79 principals). Assisting individual teachers in implementing positive behaviour support and restorative practices was useful according to most principals. This was mainly due to the following reasons. The approach helped create a learner friendly environment to ensure attendance in academics (41 out of the 79 principals), the measure helped promote team work among the staff (26 out of the 79 principals), encourage good behavioral practices (22 out of the 79 principals), Promoted the spirit of collective responsibility in the promotion of discipline among the learners (29 out of the 79 principals). The measure was also useful in enhancing teachers' effectiveness in promoting school values (11 out of the 79 principals).

## **V. Conclusions And Recommendations**

### **5.1 Conclusions**

The study concludes that Disciplinary Policies and Procedures were effective in the development of values among learners in public secondary schools in Nakuru County. The main policies and procedures that contributed to the effectiveness in the development of values among learners included suspension of undisciplined students, expulsion of highly undisciplined students in accordance to the policy, withdrawal of



privileges, use of behaviour and attendance sheets to monitor behaviour, and withdrawal from class activities for a specified period.

## 5.2 Recommendations

- i. The study recommends that the management of the public secondary schools should consider scaling up mechanisms to ensure that individual teachers are assisted in implementing positive behaviour support and restorative practices among students.
- ii. The management of the public secondary schools should consider putting in place strategies that promote democracy among learners. This is following the finding that in some schools, the management was against students' democratic elections.

## References

- [1]. Adams, C. (2003). *Questionnaires, In-Depth Interviews and Focus Groups*. Retrieved on 20<sup>th</sup> July 2018. Available at [http://oro.open.ac.uk/11909/1/9780122c02\\_p17-34.pdf](http://oro.open.ac.uk/11909/1/9780122c02_p17-34.pdf)
- [2]. Bell, H. (1995). Academic instructors or moral guides? Moral education in America and the teacher's dilemma. *The Clearing House*, 82, 125-130.
- [3]. Carmody, M. Evans, S. Krogh, C., Flood, M., Heenan, M., & O'venden, G. (2009). *Framing best practice: National Standards for the primary prevention of sexual assault through education, National Sexual Assault Prevention Education Project for NASASV*. University of Western Sydney, Australia.
- [4]. Emmer, P. (2005). What shapes an individual's work values? An integrated model of the relationship between work values, national culture, and self-construal. *International Journal of Human Resource Management*, 20(1), 126-147.
- [5]. Gangola, N. (2015). Value education and role of Educators. *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)*. Volume-I, Issue II, 25-32
- [6]. Cotton, S., (2001). *Education for Values in Schools- A Framework*. National Council of Educational Research and Training. Sri Aurobindo Marg, New Delhi.
- [7]. Dodge, E.B. (1993). The Need for Guidance and Counselling Services Today More Than Ever Before, *Journal of Guidance & Counselling P 4 (4), Issue 2*, Kampala: Ministry of Education and Sports.
- [8]. Habibah, E. Mahyuddin, R. & Pihie, Z. (2004). Students' perception on the inculcation and understanding of values in the school curriculum. *Pakistan Journal of Psychological Research Vol 19, Nos 3-4*, 151-160.
- [9]. Jeong, C. (2005). Formulating a developmentally appropriate and culturally sensitive program of moral education-A Korean example. *The Social Studies*, 96(2), 79-85.
- [10]. Kabandize, L. I (2004). *The Management of Students' Discipline in Secondary Schools in Kampala District*. M. Ed. Thesis, Makerere University.
- [11]. Kaburu, A. (2006). Moral values education in terms of graduate university students' perspectives: A Jordanian Sample. *International Education Studies; Vol. 6, No. 2, 136 - 147*
- [12]. Koech, H. (2006). *The Influence of Discipline Management by Principals on Students' Academic Performance in Selected Private Secondary Schools of Busiro County in Wakiso District*. Makerere University.
- [13]. Kinsler, J. (2013). School discipline: A source or salve for the racial achievement gap? *International Economic Review*, 54(1), 355-383.
- [14]. Kristo, J. (2010). *The Importance of Values in Schools: Implementing Character Education*. Retrieved in October 2017, from <http://www.libgen.org/>
- [15]. Leichsenring, J. (2010). *The Socio-Educational Implications of the Moral Degeneration of the South African Society: Towards a Solution*. University of South Africa
- [16]. Macharia, J. M. Thinguri, R. & Thiongo, P. (2014). An Investigation into the Deputy Principals' Preparedness in Discipline Management in Secondary Schools in Kenya: *International Journal of Education and Research. Vol.2, number 6*.
- [17]. Mafabi, P. (1993). Moral deterioration: the reflection on emerging street youth gangs in Musoma, Tanzania. *Social Sciences and Humanities, Vol. 4 No. 1, 101 - 111*
- [18]. Lupton, N. & Jones, D. (2002). Influence of School-Based Factors on Students Unrest in Public Secondary Schools: Literature review.
- [19]. Mokhtar, M. (2017). *Moral Decadence*. Retrieved on 27<sup>th</sup> December 2017 from <https://www.linkedin.com/pulse/moral-decadence-muhammad-farhan-mokhtar/>
- [20]. Nakpodia, E. D (2010). Teachers disciplinary approaches to students' discipline problems in Nigerian secondary schools. *International NGO Journal*, 5(6), pp. 144 – 151.
- [21]. Ndeto, M. (2013). *Effectiveness of School Rules and Regulations in Enhancing Discipline in Public Secondary Schools in Kangundo Division, Machakos County, Kenya*. The Catholic University of Eastern Africa
- [22]. O'Neil, P. (2012). Moral education in Nigerian secondary schools: A realistic approach. *Standard Journal of Education and Essay Vol 1(2) pp. 35– 39*
- [23]. Otoro, B. (2012). Management of Secondary School Children Unrest: A Study of the Causes and School Managers Responses to Strikes in Machakos County, Kenyatta University.
- [24]. Salmons, H. (2014). *The Importance of Character Building*. Retrieved on 2<sup>nd</sup> January, 2018 from <https://www.hmc.org.uk/blog/importance-character-building/>
- [25]. Saunders, R. (2013). *In America, Punishment Should fit the Crime*. Retrieved on 19<sup>th</sup> July 2016 available at <http://www.sfgate.com/opinion/saunders/article/In-America-punishment-should-fit-the-crime-5079861.php>
- [26]. Tallam, E. Tikoko, B. Sigei, J. & Chesaro, D. (2015). Contribution of school disciplinary committee to the management of students' discipline in public secondary schools in Rongai district, Nakuru County, Kenya. *Educational Research (ISSN: 2141-5161) Vol. 6(5) pp. 109 -112*
- [27]. Temitayo, O. Nayaya, M. & Lukman, A. (2013). Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus. *Global Journal of Human Social Science Linguistics & Education Volume 13 Issue 14. 7 – 19*.

Linnet Beldina Ayako Namai. "Effectiveness of Disciplinary Procedures on the Development of Values among Learners in Public Secondary Schools in Nakuru County, Kenya". *IOSR Journal of Research & Method in Education (IOSR-JRME)* . vol. 9, no. 3, 2019, pp. 31-39.