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**SCHOOLS' WITHDRAWAL OF PRIVILEGES AND
DEVELOPMENT OF VALUES AMONG LEARNERS**

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SCHOOLS' WITHDRAWAL OF PRIVILEGES AND DEVELOPMENT OF VALUES AMONG LEARNERS

An empirical study of public secondary schools in Matungu Sub-County, Kakamega County, Kenya

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Abstract

Purpose: The study examined the influence of withdrawal of student privileges on student discipline in public schools, in Matungu Sub-County, Kenya.

Methodology: The study adopted a cross-sectional study design to conduct the survey as it was suitable for comparing the following aspects: Demotion of prefects, denial of school trips and denial in co-curricular activities in relation to the development of values among learners. Data was collected using interviews, questionnaires and document analysis. Data were analysed both qualitatively and quantitatively. Qualitative data was analysed thematically while quantitative data was analyzed using linear regression. Reliability was attained through test re test method using Cronbach's alpha with coefficients between 0 and 1 thus rating the internal consistency of the development of values amongst learners.

Findings: The findings of the study indicated the following; withdrawal of privileges as a disciplinary strategy was effective in developing values among public school students in Matungu Sub-County. The results of the regression analysis revealed that the variables of students who were denied from participating in school trips, demotion of prefects and denial from participating in co-curricular activities were predicted to reduce students discipline mean

score by 7.146, 15.347 and 5.0123 points respectively. Furthermore, demotion of prefects seemed to contribute more in development of values among learners compared to denial to participate in co-curricular activities and denial from participating in school trips.

Unique contribution to theory, practice and policy: The researchers focused on withdrawal of students privileges as one of the effective disciplinary actions implemented by many Kenyan schools but with little documentation available for evidence on its contribution to development of values among learners.

Keywords- *Withdrawal of Privileges, Student discipline, Development of values.*

1.1 Introduction

Infringement of students' rights and the consequent prohibition of corporal punishment has created an era of autonomy for students who no longer reverence or fear their instructors (Maphosa & Almon, 2010). Further, Educators consider disciplinary alternatives to corporal punishment ineffective depriving them of the ability to manage discipline in schools. They also observed that learners did not fear or respect educators because they knew nothing would happen to them. Kenyan schools have witnessed a surge of indiscipline cases generally blamed on teachers and parents for having withdrawn corporal punishment.

A study by Najoli *et al.*, (2019) established that, forbidding of the cane undermined discipline in schools. The study found out that cases of indiscipline in schools were on the increase after corporal punishment was withdrawn. Further, a study report by the Common Students' Discipline Committee in Central Kenya, revealed unruliness in secondary institutions took different shapes: bullying was identified as one of the most common forms of disciplinary infractions in these schools.

In the Europe, as soon as corporal punishment was outlawed, there was a surge in the cases of student indiscipline (Blandford, 2012). A study carried out by (Yahaya, et al., 2009) found out that drug abuse, truancy, violence and bullying cases were on the increase in Malaysian schools after the withdrawal of corporal punishment.

In Kenya, through the Basic Education Act of 2013, physical discipline and mental badgering in all the schools was disallowed. According to the act, any form of torture, or cruelty of any sort is not allowed, whether psychological or physical and anyone found going contrary to the stated actions is liable to a conviction or a fine. However, despite the ban, instructors are still utilizing corporal punishment and psychological badgering to oversee student reprimand in many secondary schools. Intelligence circulating in social and mass media claims that physical discipline is still uncontrolled in many schools national wide.

Siaya County Director of Education office has records that state that majority of teachers have not stopped the use of corporal chastisement while controlling students in schools. According to Human Rights Watch, 2005 caning as a way of student punishment is still on the rise despite the presence of alternative ways that are more efficient and effective. These alternative ways of punishment promotes discipline with dignity and instils values more than pain and fear.

In Malaysia, the focus is on orienting the management process towards the value of love, honesty, tolerance with school leadership. It plays an important role in policies, procedures and strategies required critical to the management of student behaviour and the smooth functioning of the school (Kinsler, 2013). This type of training has not been effectively established in Kenya. Witnessed by high indiscipline in most schools such as bullying and destruction of property through arson as a clear manifestation of the immature value system in schools (Tallam *et al.*, 2015)

Despite coordinated efforts to provide tuition and resources to improve schools, many schools are still struggling to cope with the rapid decline in student discipline (Macharia *et al.*, 2014). Where caning is not an option, the need for alternative modes of punishment cannot be over emphasized. To instil values and promote treatment of students with decorum, the Ministry of Education has tried to democratize school administrative systems by recommending management through student councils and promotion of alternative modes of discipline such as removal of student privileges.

In America, the removal of privileges involves removing positive reinforcement for unacceptable discipline for older children and adolescents (Wolraich & Aceves, 1998). This strategy typically involves removing privileges from misbehaving students or denying them participation in some activities. The privileges denied may include: grounding the person for an evening with no television or not being allowed to hold a birthday party or loss of driving privileges.

Wolraich & Aceves 1998 indicates that when denial or withdrawal of privileges is applied for the first time it usually results in increased negative discipline by the child, but for it to be effective a valued privilege or reinforcement is removed, and it should be used consistently, not excessively, for a reasonable period of time, with strategies for managing proper discipline before time-outs are imposed. In Ireland, Halpenny *et al.*, 2010 asserts that removal of privileges such as not being allowed to watch television is used as a discipline strategy and it is effective in deterring the child from misbehaving. When the best privilege to a person is denied as a strategy there would be change in discipline.

According to Tungata 2006, the main concern on privilege withdrawal was the fear of interfering with individual rights. He argues, teachers could not take away what the students were entitled to, for example, detention during break time, lunch or sport periods as this would disadvantage students. He further observes; this would go against the spirit of fair play and could be seen as violation of individual rights. This assertion concurred with a study by Maphosa & Shumba 2010 that teachers are in the dilemma of having to deal with student discipline at school and at the same time find effective ways to protect their children's rights.

The responsibility for ensuring the correct and orderly performance of school functions lies in the effectiveness of administrative procedures that promote the development of student values. Different school settings require different approaches. In 2015, more than 50 schools in 11 counties in Kenya were closed due to cases of indiscipline according to (Ministry of Education Report, 2018). Cited in the report were cases of class boycotts in protest of students arrested by police as instigators of hooliganism. These indiscipline cases resulted in examination irregularities, poor coverage of the syllabus, and closure of some of the schools.

The high level of declining performance in Schools in Kakamega County has been attributed to indiscipline cases. Many of the cases emanated from Matungu, Sub-County, Kakamega County, Kenya (MOE 2017). These indiscipline cases were evidenced by numerous strikes that led to school closure. This is an indication of ineffective disciplinary strategies that would help in developing values among learners. This study sought to investigate the influence of withdrawal of privileges on students discipline in Matungu Sub- County, Kenya.

1.2 Research Questions

The study sought to address the following research questions:

- a) How many students are demoted as prefects in a term?
- b) Do students who are denied to participate in school trips develop good values?
- c) How many students are denied to participate in co-curricular activities in a term?

3.0 Research Methodology

The study employed a cross-sectional study design as it allowed for the comparison of many different variables at the same time. The study compared variables such as student age, gender, teacher's professional performance against student discipline.

Participants

The study targeted 40 public secondary schools in Matungu Sub-County in Kakamega County, located to the East of Bungoma County. The study universe consisted of school principals as they are directly in charge of the secondary school's administration and 6,420 teaches who handle discipline of students.

The study employed the Krecjie and Morgan (1970) formula to get the sample size as shown below;

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

Where

S- is the desired sample size.

X^2 is the value in the table of 1 degree of freedom chi-squared at the desired confidence level of 1.96x 1.96 = 3.8416.

N is the size of the population

P is the population proportion assumed to be 0.05, as this will provide the largest sample size, and is the accuracy expressed as a 0.05 proportion.

$$S = \frac{3.8416 \times 20362 \times 0.5 (1- 0.5)}{0.05^2 (20362-1) + 3.8416 \times 0.5(1- 0.5)} = 400 \text{ Respondents.}$$

Data Collection and Analysis

Data were collected through Questionnaires that were distributed to public secondary school students. Document analysis and interviews schedule were used to collect data from among the respondents. Pilot study was done in a sub-sample of chosen public secondary schools in Matungu Sub-County that were not included in the study's sample. To ensure interviewer reliability, all interviewers used the same interview questions that were designed with respect to the objective of the study.

The uniformity of the questionnaire ensured its reliability and validity, or consistency with the competencies deemed essential for the job.

4.0 Results and Discussion

Demographic details

The response rate in this study was 80%. The results of the findings indicates that majority of the respondents were female with 218 (54.5%) while the rest were male with 182(45.5%).

Level of education

Table 1.1 level of education

Details	Percentages
Degree Holders	40%
Diploma	30%
Masters	22%
Other qualification	8%

The majority of the respondents were degree holders with 40%, followed by diploma with 30% and those with masters were 22% while those with other qualification had 8%. The results suggest that being employed in secondary school requires some level of education and that the respondents were academically qualified to participate in this study.

Experience Level

Table 1.2 Experience level

Details	Percentages
1-6 years	33.3%
6-10years	26.7%
10-16years	26.7%
Above 16 years	13.3%

33.3% of the respondents had experience of between 1-6 years while those who had worked for 16 years and above were at 13.3% .This suggested that the teachers have handled students for a significant number of years and therefore they understood the behavior issues affecting students as well as the disciplinary strategies applied in their respective schools to mitigate student misbehavior. Consequently, due to the indicated years of experience, the respondents were assumed to be well acquainted in this area of study in addition to providing appropriate information sought by the study.

Age brackets

Table 1.3 Age brackets

Details	Percentages
12 – 14 Years	29%
15 – 16 Years	33%
17-18 Years	22%
19 – 20 Years	10.8%
21 and Over Years	5.2%

Majority of respondents were aged between 15 to 16 years. 132 (33%) representing the middle aged group of respondents, population who are educated and ha some skills for discipline strategies. The findings indicated a normal distribution in terms of the ages of the students and therefore the views gathered in this study were representative of respondents of all ages in a secondary school.

Research questions:

1: How many students are demoted as prefects in a term?

The study sought to investigate the number of students demoted as prefects in a term. The results are shown in Table 1.1 below:

Table 1.4 Number of students demoted as prefects in a term

Interval	School Prefect	%	Mean
51 and Above	0	0	0.00
41-50	0	0	0.00
31-40	0	0	0.00
21-30	1	2.5	0.03
11-20	0	0	0.00
10 and below	39	97.5	1.77
Total	40	100%	1.80
SD	3.1		

Source: Field data 2021

The study findings from table 1.4 indicates that the number of students who were demoted in a term had a mean of 1.80 in a term. This was attributed to frequent cases of indiscipline experienced by the students among them being prefects. The findings suggest that the more prefects were demoted the more they improve on their discipline. Therefore, this study is supported by Siringi who did a study in the year 2018 where he observes that schools which are guided well have good discipline to ensure students have good discipline throughout even if it means demoting prefects who are involved in serious indiscipline cases.

Descriptive statistic on Number of students demoted as prefects in a term

The study sought to investigate the influence of suspension from school on Students Discipline in Public Secondary Schools. Table 1.5 presents the results of used in the data.

Table 1.5 Descriptive Statistics for outcome of objective one Number of students demoted as prefects in a term

Variable label	N	Min	Max	Mean	Std. Deviation
Total number of demotion cases	400	-1.010	1.617	.000	1.000
Total number of students demoted	400	-.078	.158	1.920	.483
Total number of days demoted	400	-.587	4.090	.350	.683
Whether demotion helps improve discipline	400	-.008	.006	1.550	.499

Note: Min= Minimum: Max=Maximum

Source (Data 2021)

The minimum and maximum scores observed range from -1.010 to 4.090 respectively, which was the maximum possible score. From the results above, the minimum of whether demotion helps improve discipline score was far lower than the minimum scores for the other sections of the test. The averages of whether demotion helps improve discipline and the total number of students' demoted scores were very close. The total number of days demoted had the lowest average score of the four sections but the highest standard deviation in scores.

2: Do students who are denied to participate in school trips develop good values?

The findings on if students who are denied to participate in school trips develop good values is as shown in table 1.6

Table 1.6: Teacher responses on number of number of students who are denied to participate in school trips develop good values?

Interval	School trips	%
51 and Above	0	0
41-50	0	0
31-40	0	0
21-30	1	2.5
11-20	4	10.0
10 and below	35	87.5
Total	40	100

Source: Field data 2021

The findings from Table 1.6.shows that, majority of the students were denied privileges on school trips, this was through 87.5%. The findings from the interview with the school heads shows that the school heads have different perspectives with regards to the influence of denial of privileges from participating in school trips as tactics. The study findings concur with the study done by Confessor (2015) who noted that denial from participating in school trips provided by school improves on students’ discipline. Diab (2015) in Egypt, teacher involvement in designing denial programs guidelines results into enhanced students discipline development. These findings indicate that exposing students to quality denial programs improves their learning productivity (UNICEF, 2015) and WHO (2015). However, Gosh, (2016) study findings point to the fact that denial of privileges support programs in secondary school is one of the challenges effecting students on development of discipline and emphasized on the need of quality, balanced and adequate denial support programs.

On the same note results as documented by Wekesa (2015) in a study in Garissa County Kenya revealed that rations and adequacy of denial programs was key in sustainability of this programs. This is in consistent with other studies by Osman (2012) in Bungoma South sub-county and Omukubi (2017) study in Kanduyi Sub-County on denial support programs and students discipline revealed the need to enhance this programs to enable students discipline to acquire more literacy and scientific skills in learning areas. This study, therefore supports the notion that denial to participate in school trips improves students’ discipline.

3:How many students are denied to participate in co-curricular activities in a term?

The findings on if students who are denied to participate in co-curricular activities in a term is as shown in table 1.7

Table 1.7 Teacher responses on number of students denied participating in co-curricular activities in a term

Interval	Co-curricular	%
51 and Above	0	0
41-50	0	0
31-40	0	0
21-30	0	0
11-20	3	7.5
10 and below	37	92.5
Total	40	100

Source: Field data 2021

The findings from Table 1.7 shows that, majority of the students were denied privileges on co-curricular activities in a term, this was through 92.5%. The findings from the interview with the school heads shows that the school heads have different perspectives with regards to the influence of denial from participating in co-curricular activities in a term as tactics. The study findings concurs with the study done by Wekesa (2015) in a study in Garissa County Kenya revealed that rations and adequacy of denial programs in co-curricular activities was key in sustainability of this programs. This is in consistent with other studies by Osman (2012) in Bungoma South sub-county and Omukubi (2017) study in Kanduyi Sub-County on denial support programs and students discipline revealed the need to enhance this programs to enable students discipline to acquire more literacy and scientific skills in learning areas. This study, therefore supports the notion that denial to participate in school trips improves students' discipline.

The *findings from the interviews* with the school heads show that the school heads have different perspectives with regards to the influence of denial/withdrawal tactics from School on Students' Discipline.

One school head said that “on average of 6 and 13 students respectively were denied privileges in a term because of indiscipline. This suggested that few students were withdrawn or denied privileges due to indiscipline. It also suggested that there were few cases of student indiscipline in the said schools to warrant the use of denial of privileges to remedy the indiscipline” (source: field data 2021).

Another principal indicated that:

“Withdrawal or denial of privileges to students who are involved in indiscipline cases is a common trend in our school and the students try so hard to maintain good discipline so that their privileges are not withdrawn”. (Source: field data 2021).

Table 1.8: Multiple Regression Analysis Results of the Influence of Withdrawal or Denial of Privileges on Student’s Discipline in Public Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients		P- value
	B	Std. Error	Beta	T	
(Constant)	46.361	1.347		34.422	0
Number of students withdrawn/denied	-7.146	0.427	0.448	-16.719	0
Denial in participating in school trips	7.299	0.5	0.616	14.597	0
withdrawal from co-curricular activities	3.127	0.36	0.453	8.68	0
Demotion from the school prefects body/leadership	-15.347	1.318	-1.215	-11.64	0
Model	1	R	RSquare	Adjusted RSquare	Std. Error of Estimate
		.277 ^a	0.077	0.074	7.09845

Source: SPSS Output, 2021

The outcomes in Table 1.8 show all the variables of the denial/withdrawal were statistically significant in explaining variations on student’s discipline. The denial/withdrawal of privileges variables in the model were able to predict 0.074 (7.4%) of the variation on student’s discipline. Consequently, this study rejected the null hypothesis that denial/withdrawal of privileges has no statistically significant influence on student’s discipline in public secondary schools in Matungu sub-county. The results indicate that all the variables on denial/withdrawal of privileges accounted for variations on students’ discipline.

The results of the regression analysis in Table 1.8 indicate that the variables if students were denied from participating in school trips and demotion from the school prefects’ body or student leadership were predicted to reduce students discipline mean score by 7.146, and 15.347 respectively. For instance, the results indicate that if no denial from participating in school trips

and demotion from the school prefects' body or student leadership, the students discipline mean is predicted to reduce by 7.146, and 15.347 point.

Similarly, the results of the regression analysis in Table 1.8 indicate that the variables of denial from participating in school trips and withdrawal from co-curricular activities were predicted to improve the students discipline mean score by 7.299 and 3.127, respectively. Therefore, if secondary schools changed their denial/withdrawal tactics, their students discipline mean is predicted to increase by 7.299 points and 3.127 respectively.

Diab, 2015 in Egypt observes that teacher involvement in designing denial/withdrawal programs and guidelines results into enhanced students discipline development. These findings indicate that exposing students to quality denial/withdrawal programs improves their learning productivity (WHO/UNICEF Joint Water Supply, 2015). However, Ghosh, Sambhunath, & Bhattacharya, 2013 study findings point to the fact that denial/withdrawal support programs in secondary school is one of the challenges affecting students on development of discipline and emphasized on the need of quality, balanced and adequate denial/withdrawal support programs.

Results documented by Wekesa, 2015 in a study in Garissa County Kenya revealed that adequacy of denial/withdrawal programs was key in sustainability of this programs. This is inconsistent with other studies by Mohamed, 2015 in Bungoma South sub-county and Omukubi, 2017 study in Kanduyi Sub-County who found that denial/withdrawal of privileges revealed the need to enhance this program to enable students' discipline to acquire more literacy and scientific skills in learning areas. This study, therefore supports the notion that denial/withdrawal improves student's discipline. Withdrawal of privileges is a psychological mode of punishment where if the student loses privileges as a result of unbecoming behaviour, it means the student has to take responsibility for that behaviour. This helps the student to learn self-discipline. This in turn increased the student's success in following rules at school and in the long run the students learns the limits at work and need to be disciplined in life. Without inflicting fear, the student takes time to reflect on the bad behaviour and transform, hence discipline with dignity.

The study further investigated the reasons for the respondents support or lack of support for the use of denial of privileges as a disciplinary strategy. The results indicated that, the respondents who were in favour of the use of denial of privileges in maintaining improved student behaviour supported their view by indicating that most students would comply by putting forward their best behaviour in schools for they did not want to lose their privilege. Therefore, the strategy would enable students to improve their behaviour for fear of the privilege being taken away.

The findings also revealed that students who were already denied the privilege would behave appropriately to impress the teacher with the intention of being given a second chance to enjoy the privilege. Again, they indicated that the students would not like to bear the embarrassment and shame before their peers for having their privileges withdrawn. Finally, they said that denial of privileges helps deter those students who were planning to misbehave once they witness what has befallen their colleagues.

Respondents who did not agree with the effectiveness of denial of privileges against student misbehavior supported their opinions by pointing out this disciplinary strategy would make the students develop hatred and negative attitudes towards the teacher and the school.

5.0 Conclusions

On the strength of the findings, it was concluded that withdrawal or denial of privileges was effective as a method of discipline in the development of values among learners in public secondary schools in Matungu Sub-County. The main strategies that contributed to the effectiveness in the development of morals amid students included withdrawal or denial of privileges of among students to monitor behaviour for a specified period.

The survey concluded that the level of discipline among secondary school students was low, with an overall average rate of 2.41. Therefore, teachers lack the skills in withdrawal of privileges and therefore use less alternative strategies to manage student discipline. Teachers also ignored minor violations and showed that discipline was reduced as a result.

The study concluded that 77 percent of the total variance in student discipline levels was caused by withdrawal and denial of privileges. The study found that deprivation and denial of privileges is a significant indicator of student discipline. The study also indicated that a one-unit increase in deprivation and denial of a privilege resulted in a 77-unit increase in student discipline. The higher the degree of withdrawal and denial of privileges, the higher the level of student discipline.

Therefore, this study extends the withdrawal of privileges as a mechanism for managing discipline among students. Further, Secondary school managers should encourage the individual teachers to implement positive behaviour among students using withdrawal of privileges. The study was to some extent limited by the following factors:

- i. This study was only limited to Matungu Sub-County and only confined to public secondary schools in Matungu Sub-County. Public secondary schools outside Matungu sub-County were not investigated since the study could be more conclusive if they were investigated. The study was only limited to public secondary school in Kakamega County, Matungu Sub-County and hence the discoveries in this study may not be generalized to the rest of public and private secondary schools in other counties.
- ii. The study confined itself to public secondary school in Matungu Sub-County, therefore the findings of this study may not be generalized to private secondary school in Matungu Sub-County. The study respondents included 12 principals, 12 deputy principals, 96 teachers, 160 female students and 120 male students. Private secondary schools and other learning institutions were left out.

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