

EFFECTIVENESS OF SCHOOL PRINCIPALS' POSITIVE REINFORCEMENT APPROACH ON MANAGEMENT OF STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA

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ABSTRACT: The purpose of this study was to assess the effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County, Kenya. The objective of the study was to determine effectiveness of positive behaviour reinforcement on students discipline and establish factors influencing effectiveness of school principal' approaches on students discipline in public secondary schools in Migori County. The study adopted a cross-sectional survey design with a population consisting of 271 principals, 271 deputy principals, 1759 teachers and 10 Sub-county Directors of Education (SCD). Simple random sampling pegged at 30% was used to select 74 principals, 74 deputy principals, 74 student leaders, 8 SCDs and 317 teachers from Krejcie and Morgan; a total of 473 respondents. Primary data was collected using 2 questionnaires; one for Principals and deputy principals, and the second one for teachers while an Interview Schedule for SCDs and FGD guide for student leaders. Piloting, involving 10% from each category of the respondents, was done to determine reliability and validity of the research questionnaires. Test-retest method was used to establish reliability by employing Pearson's r with a reliability threshold of .70 and above. Validity was determined by experts in Educational Management and Policy. Quantitative data was analysed using frequency counts, percentages, means, standard deviation and T-test while qualitative data was coded, transcribed and organized thematically. Research ethics were observed during both data collection and reporting of findings. The study established that positive behavior reinforcement was very effective (mean = 3.51) as the variable had positive and statistically significant correlation with management of student discipline. Findings of this study may be important to educational administrators, policy makers and planners in understanding how positive behavior reinforcement approach is effectively used to manage students' discipline.

I. INTRODUCTION

1. Background of the Study.

There are a lot of disciplinary approaches and interventions that can be undertaken to instill and maintain discipline amongst students. These interventions vary with the nature of the offence, frequency of occurrence, impact on students' behavior as well as school' academic performance. School Administration Guide (2018/2019) spells out progressive discipline approach as a step-by-step process designed to modify unacceptable students' behavior and thus reduce tendencies of indiscipline among students in a school environment. Management of students' discipline has been a great challenge and concern to many teachers, parents and entire society. Many schools continue to face the challenges related to disruptive and antisocial students' behavior such as fighting, verbal abuse, bullying, sexual harassment, examination cheating, rule violation and destruction of school property (Osher, Bear, Sprague & Doyle, 2010). Owing to natural human development process, students become more sensitive and self-conscious about their physical changes and also experience emotional disturbances. Interventions measures may also vary depending on the severity and circumstances of the situation (Njoroge & Nyabuto, 2014).

According to Kambuga, Manyengo and Mbalamula (2018) who carried out a study on corporal punishment as a means of curbing disciplinary problems in schools in Tanzania established that despite the negative consequences associated with corporal punishment, it is commonly used in secondary schools in Tanzania. This study explicitly concludes that corporal punishment has impacts in several ways including: fear, physical harm, psychological impact, dropout/absenteeism and hatred towards teachers who use corporal punishment in schools. In addition to that, the study concludes that some students even quit schools for fear of corporal punishment. In the current study, therefore, the researcher would wish to establish effectiveness of positive disciplinary approaches.

Positive behavior reinforcement approach as a positive disciplinary practice focuses on increasing desirable behaviors and emphasis is on positive changes in learner's environment than simply decreasing undesirable behaviors through punishment. Such changes involve the use of role models, rewards, praises, motivational talks, pastoral care, reinforcing desired behavior positively, compassionate relationship between the teacher and the learner, supportive family and specialist personnel's assistance (National Association of School Psychologists, 2002). Research-based procedures on using positive discipline practices focus on increasing desirable behaviors with emphasis on positive changes in learner's environment than simply decreasing undesirable behaviors through punishment. Such changes involve using role models, reinforcing the behavior positively (Bibanda & Mpofu, 2017).

Markelz and Taylor (2016) hold the view that even though praise is a positive reinforcement, the greater effect of teacher praise on younger students may be a motivator the rest of the students in a class. However, praise alone may not always work in

all circumstances in different contexts. This can be explained by the fact that the classroom is a dynamic environment with countless contingencies taking place. Older students will have more complex social dynamics than younger students. Attention that verbal praise provides, therefore, may be received more as a positive punishment than a positive reinforcement, especially if that student is shy and finds public attention aversive. Older students may also wish to avoid being singled out or seen as over-achieving amongst their peers. It is not necessarily the function of praise.

The finding by Bear (2010) however demonstrate that when the external rewards are withdrawn the learner might fail to function individually. Furthermore, the study found that some parents did not reward their children's positive behavior. These findings concur with the observation by Irish National Teachers' Organization (2004) and Demuth (2011) that in spite of unsurpassed efforts by schools to produce shared methods that enhance positive behavior, they continue to encounter situations of challenging behavior. In his analysis of the factors influencing effectiveness of school principals' approaches on discipline, Kindiki (2009) indicates that corporal punishment was banned in Kenya through legal notice (No. 56 of Kenya gazette supplement No. 25:199 of 30th march, 2001). Since then, the status of school discipline in the country has been deteriorating to such an extent that the schools risked becoming unmanageable. Following the ban on corporal punishment in Kenya, the government implemented several measures aimed at curbing indiscipline among students including; establishment of guidance and counseling units in every school, good classroom management practices, effective teaching method and the inclusion of learners in the making of the school rules among others (MOEST, 2005). In spite of all these efforts, several instances have been reported where some teachers resort to corporal punishment in schools thus implying failure of the interventions to yield the expected discipline in schools.

1.2 Statement of the problem.

According to Kenyan Basic Education Act (2013), school head teachers should maintain and enforce discipline in schools. There are various methods of managing students discipline in schools, which should be applied consistently and fairly. The Basic Education Act (2013) recognizes that the deputy head teacher, class teacher, head of department and teacher on duty is to oversee minor punishments assigned while the head teacher deals with major offenses that warrant suspension and expulsion. In spite of the elaborate policies on students' discipline, it has been observed that between 2007 and 2018, cases of indiscipline among students in Kenya's public secondary schools increased consistently. In 2018 between June and July alone, Kenya recorded 144 cases of indiscipline; 14 indiscipline cases in coastal region, Rift valley 17, Nairobi 16, North Eastern 12, Eastern 08, Central 21, and Western 48. Kisii and Migori counties which are part of western region had recorded 16 and 13 major cases respectively unlike in Siaya, Homabay and Nyamira counties which had 6, 4 and 9 cases respectively (MoE, 2018). This demonstrates that schools all over the country experienced the challenge of increasing students' discipline despite the implementation of various approaches to enhancing discipline as spelt out in the policy documents.

In Migori county, cases of indiscipline such as going on rampage, rape, arson, exam cheating, molestation and destruction of property had maintained an increasing trend. From 2014 to 2018, the county had witnessed 279 indiscipline cases recorded, out of which strikes accounted for 70%, absenteeism and truancy accounted for 20%; fights, incomplete assignments, lateness to school and irresponsible sexual behavior accounted for 10% (TSC Migori County Education Office, 2018). Ojera and Yambo (2015) identified various cases of indiscipline in schools in Migori County, but they did not interrogate managerial approaches to managing students' discipline. In all the ten sub counties in Migori County, statistical evidence indicate increase in cases of indiscipline over the period 2014 to 2018 as shown in table 1 which prompted the need to assess effectiveness of approaches used by principals to manage student discipline in all the sub counties in the county. It is upon this premise that this study sought to establish the effectiveness of school principals' approaches to managing students' discipline in public secondary schools in Migori County.

1.3 Purpose of the study

The purpose of this study was to assess the effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County.

1.4 Objective of the Study

- i. To determine the effectiveness of positive reinforcement approach on management of students' discipline in public secondary schools in Migori County

1.5 Research questions

- i. To what extent is positive behavior reinforcement approach effective on management of students' discipline in public secondary schools in Migori County?

1.6 Research Hypothesis

Ho3: There is no statistically significant relationship between corrective approach and management of student's discipline in public secondary schools in Migori County, Kenya.

1.7 Significance of the Study

The research findings were to help the Ministry of Education in improving policy formulation on discipline approaches to be used in Secondary schools. The study findings are helpful to the Kenya Education Management Institute (KEMI) in influencing the design and delivery of some of the professional development courses offered to the principals to enable them handle some challenging aspects of management of students' discipline. The findings of the study find relevance to the Board of Management (BOM) and school principals in strengthening relevant approaches to managing discipline in schools together with other stakeholders including students, teachers, parents and the community. It also provided research-based information that help institutions of higher learning to design and deliver relevant courses on students' discipline. It was also to help the interested

parties in becoming conversant with the policy statement on school discipline and take their rightful place. Importantly, the study contributes relevant and up-to-date literature to the body of knowledge on management of students' discipline.

1.8 Scope of the study

This study was carried out in public secondary schools in Migori County, Kenya. The study data was collected over a two-month period running from October to November 2020. Conceptually, the study focused on the effectiveness of preventive, corrective, positive behavior reinforcement and the factors influencing their effectiveness. The study data collection instruments were questionnaire, an interview schedule and focus group discussion guide. The respondents who provided the required study data included principals, deputy principals, teachers, student leaders and SCDs in Migori County.

1.9 Theoretical Framework

Learner's discipline management involves a number of steps and commitment of the students, parents and the teachers. The school administration plays a very instrumental function in ensuring that discipline of the students was achieved and retained. Many theories address administrative roles within the learning institutions advanced by several authorities as a basis to improving students' discipline in secondary schools.

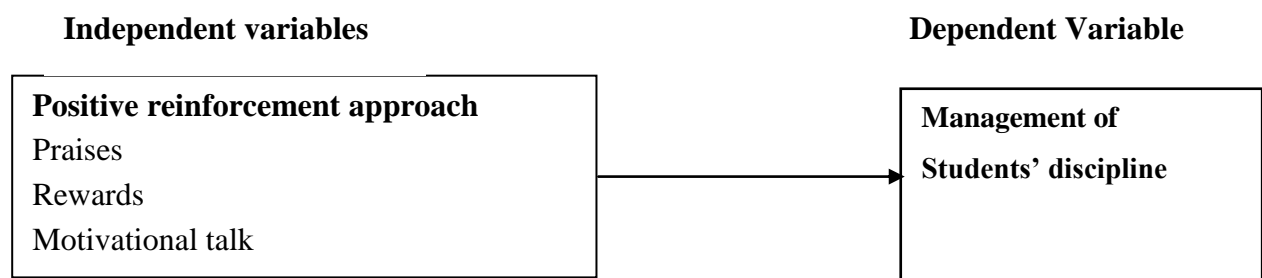
This study was informed by behavior modification by operant theory (Skinner, 1965) which addresses human behavior through the law of effect. According to this theory, learning depends on the events that occur after certain behavior and that learning what to do is gradual, not insightful. According to the law of effect, when in a given stimulus situation, a response is made and followed by a positive consequence, the response will tend to be repeated (Busienei, 2012). When followed by a negative consequence, this applies to punitive or corrective approach like suspension, expulsion and timeout it will tend not to be repeated. Skinner advanced the law of effect according to which behaviors that are rewarded tend to persist; this applies to positive behavior reinforcement approach like praises and rewards, while those that are followed by discomfort or punishment tend to diminish (Busienei, 2012). There is interconnectedness and people in the organization are clear as to who is to do what, how, why, when, and to what extent this approach has the potential to promote collective responsibility and accountability. In school situation teachers, parents and students would know the framework within which their responsibilities reside and the school principals would know overall accountability on school discipline. It was on this fact that preventive, corrective and positive behavior reinforcement approaches were attached to this theory.

The theoretical framework of this study is based on Erikson's theory on psychosocial stages of development which was developed by Ericson (1968). He argued that at adolescence stage, life gets more complex as one attempts to find his own identity, struggles with social interactions and grapples with moral issues. Most secondary school students are at this stage which is a volatile stage of human development and this may cause indiscipline (Chaplain, 2003). This is because if one is unsuccessful in navigating this stage, he experiences role confusion and upheaval (Blomberge, 2012). This theory is applicable in this study because students in public secondary schools are very much exposed to all sorts of behaviors in the society. Therefore, in an environment where leadership and guidance is not effectively offered, the discipline of the students becomes greatly jeopardized leading to uncondusive working and learning environment. Thus, this fits the dependent variable that's student discipline.

Figure 1

Relationship among independent, dependent and intervening variables.

This study was guided by conceptual framework (Figure 1) which helps to give a clearer understanding of relationships of the variables indicated.



II. LITERATURE REVIEW

2.1 Review of school principals' disciplinary approaches on student Discipline.

Discipline, as defined by Wango (2010), is the training of the mind and character aimed at producing self-control, ordered behavior and skillfulness designed to create favorable environment for teaching and learning. Conformity to rules and regulations is mandatory for all students. Managing students' discipline is involving and requires input by all relevant stakeholders. However, different approaches have been applied to different scenarios in different contexts globally. Some of these approaches have been researched and well documented in literature (Ssenyonga and Nkuba, 2018; Dufresne, Hillman, Carson & Krame, 2010; Danso 2010; Dufresne, Hillman, Carson & Krame, 2010; Osher, Bear, Spague & Doyle, 2010; Reid, 2000).

In some parts of the United Kingdom, the rates indiscipline among students such as absenteeism, vandalism and delinquency are above average. Cases of high incidence of drug and drug related crimes in some parts of Britain are described as 'no-go areas'. In Chicago, New York, Washington and Detroit pupil's violence in high truancy schools is rife; for example school-based robberies,

vandalism, extortion and insolence to staff, despite use of positive discipline approaches introduced in schools (Reid, 2000). Many schools face challenges related to disruptive and antisocial students' behavior such as fighting, verbal abuse, bullying, sexual harassment, exam cheating, rule violation and destruction of school property (Osher, Bear, Spague & Doyle, 2010).

Academic excellence can best be achieved where the standards of discipline are high. Good discipline is therefore essential for the establishment of a safe, respectful environment for learning, because all members focus on teaching and learning process. The emotional, social and moral progress of children is dependent on good discipline (Dufresne, Hillman, Carson & Krame, 2010). Promotion of students' discipline has been a great challenge and concern to many teachers, parents and entire society. For a school to be productive and effective, the discipline of both the learners and educators are important. Once discipline is a problem, it tells in all activities that go on in the school and in turn the outcome is hampered. Supporting this is Blomberge (2012) who observed that school that is safe, supportive and gives an opportunity for children to learn and grow is a top concern for everyone in the field of education. Principals as administrative chief executive of the institution who plan, control, command, organize and coordinate all the activities that take place in the school.

In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined. Discipline in the school is the function of the administration. The general school and classroom discipline is dependent upon the principal's administrative, supervisory and leadership styles since they are in charge of all the school matters (Kiprop, 2016). Chaplain (2003), states that the head teacher along with the senior management team are charged with strategic planning, including determining the direction of the school leadership as well as organizing. According to Masitsa (2008) and Njoroge and Nyabuto (2014), effective disciplinary approach is one that creates positive school climate which is conducive for sound academic performance. It also favors effective school management and accomplishment of institutional goals (Nakpodi, 2010). He further observes that good management of discipline saves substantial resources and time for the interested parties.

The principal is the president or ex officio of the disciplinary council to students whose conduct is not satisfactory (Mbuu, 2003). In this connection, principals have records of students' indiscipline and are able to explain to other stakeholders, especially parents on the conduct of their children. Thus every school administrator requires a good measure of discipline in his school. Students' indiscipline is instigating a menace in all parts of the world in relation to children's affairs. According to Schools Administration Guide (2018/2019) and the Ministry of Education Science and Technology (2001), the purpose of discipline in school is to create and maintain conditions favorable for teaching, learning and inculcating appropriate values, attitudes and skills. Therefore, breaking some of school rules, infringement upon the good will of members of the school, acts of mischief, and other forms of behavior are undesirable and punishable.

In another study by Redempta (2010) who conducted a study on the method use by teachers to enhance discipline among student in Nairobi. The study established that Guidance and counseling was effective in enhancing student discipline. This is because students of secondary schools fall under the category of adolescents ranging from thirteen years. Guidance provides experiences that help students understand themselves. Use of usual punishment / suspension, involving the ministry of Education, effective communication with students, teachers and students is closely involved in the creations as well as review of school rules. There should be clarity of expectations. There should be participatory formulation of school discipline plan by students, members of staff and other involved adults. Home background influence has adverse effect on the students' behavior. This study therefore seeks to establish effectiveness of school principals' approaches on management of students' discipline. These approaches include preventive, corrective, positive reinforcement and factors influencing effectiveness of school principal approaches on students' discipline.

2.2 Effectiveness of Positive reinforcement approach on Students Discipline in secondary school.

Diedrich (2010) study on motivating Students using Positive Reinforcement in United State of America found that behavior management plans utilizing positive reinforcement can be an essential component of effective teaching by allowing educators the ability to highlight, emphasize, and increase desired behaviors. This finding aligns well with the current research on classroom management. Research indicates that a well-run, productive classroom environment is directly linked to student involvement and academic achievement. The use of positive reinforcement as an effective, high-impact strategy for improving students' behavior has been supported by documented research for a variety of school circumstances for both individual students and groups of students Wheatley et al., (2009).

Dhaliwal (2013) in India agrees that teachers manage challenging behaviors by encouraging and motivating students in learning by building a personal relationship with those that have challenging behavior. Rahimi and Karkami (2015) in Iran also agree that reward is an effective strategy in managing student behavior. On the contrary, Reinke, et. al (2014) in America argue that rewards improve learner behavior, although they are more effective on learners who are prone to misconduct. Research based procedures on using positive discipline practices focus on increasing desirable behaviors and emphasis is on positive changes in learner's environment than simply decreasing undesirable behaviors through punishment. Such changes involve using role models, reinforcing the behavior positively (Bibanda & Mpofu, 2017).

From his Cotton (2003), Argue that learning can be stimulated and enhanced through the use of rewards goes back at least as far as the educational practices of the ancient Greeks. Learning has always held a high place in Jewish culture, too, and edible rewards were provided to students of the Torah as far back as the twelfth century. Numerous other accounts make clear that instructional reinforcement practices have been in use throughout history. Rumfola, (2017) he argued that through various researchers and classroom experiments it is conclusive that positive reinforcement is a suitable classroom management tool for

teachers whoneed to control undesirable behavior in their classroom. Through positive reinforcement it is proven that forms of punishment and yelling are void. While positive reinforcement may take longer to yield results, the results of the behavior management are sustained throughout time.

According to Onyango et. al (2018) Findings from the document analysis guides revealed that student leaders who did their work efficiently were positively reinforced by being given material rewards. This motivated them and they sustained desirable conduct, which was an indication that positive reinforcement was effective in the management of student behavior. The study findings are in agreement with Guner (2012) in Turkey which agrees that rewards are effective in managing behavior. Moreover, Anayo (2014) adds that after the ban on corporal punishment, the alternative corrective measures do not cause behavior change in the learners. Further quantitative findings confirmed that positive reinforcement helps students overcome social and behavioral problems. This was reported by majority 78.01% Strongly Agree 40.31%; Agree 37.70%) of the respondents. Learners who were reinforced for desirable conduct avoided unacceptable behavior and related relatively well with people around them. In a study conducted in America by Rhodes (2014) it was established that gaining the attention of students and praising them for good behavior was effective in behavior management. Kemunto and Nderitu (2014) study also agree that positive reinforcement is necessary since it encourages students to develop positive behavior support. Quantitative and qualitative findings in the same study established that positive reinforcement makes students develop positive attitude towards school. Learners who are reinforced develop positive attitude towards activities related to the school.

Study byAnayo (2014) shows that reinforcement strategy used and its effectiveness are independent of each other. This is evident from the large Chi-Square statistic, 5.199, against its small level of significance, p .158. These findings show that it is very unlikely that reinforcement strategies used by a teacher and its effectiveness are independent of each other as variables in this study. Therefore, there is a relationship between a reinforcement strategy used by a teacher and its effectiveness. These findings are very similar to those raised from the chi-square test for teachers' responses on the same variables. This study therefore concludes that there was a relationship between the reinforcement strategy used by a teacher and the effectiveness of the strategy in classroom instruction. The current study used T-test and mean ratings shown effectiveness of various approaches on positive behavior reinforcement on management of students' discipline.

2.2.1 Effectiveness of praise on student discipline in secondary school.

According to Caldarella,et .al (2020) study on effects of teachers' praise-to-reprimand ratios on elementary students' on task behavior argued that teachers' patterns of praise and reprimands had been studied in schools to help develop a clearer understanding of how teacher and student behaviors interact. Student participants in these studies have varied in age. There is no universal definition for praise, which may make it difficult to compare outcomes of praise research across studies. However, despite some differences, common roots of praise found in seminal works (Brophy, 1981) have influenced many current definitions and appear to yield positive outcomes (Floress, Jenkins, Reinke & McKows, 2017). During data collection for this project, praise was defined as a verbal indication of approval following student behavior more than acknowledging a correct response. Praise has been acknowledged as the simplest classroom management strategy to implement (Gable, et al. 2009). It has also been noted as a tool to reinforce student behavior and an opportunity to recognize student engagement to correlated with positive academic and social outcomes as well as teacher self-efficacy (Weeden et al. 2016)

They continue to observe that behavior specific praise, in which a precise behavior and how it met a teacher expectation is stated, is considered a potentially evidence-based practice, according to the guidelines of the Council for Exceptional Children(Ennis, et.al (2019). However, relatively low rates of teacher praise general praise or behavior-specific praise) have been observed in general education settings during natural whole-class observations as well as during observations of specific students displaying disruptive behaviors, Reinke, Lewis-Palmer and Martin, (2007). Research suggests that praise is greatly under-utilized in schools, and its use tends to decrease as students age Floress et al. (2018). Scheeler, et .al (2016) Suggests that, there is a difference between effective praise and non-effective praise The presumed effectiveness of praise is ultimately grounded in the applied behavior analysis principle of positive reinforcement which states that a consequence in this case, praise that immediately follows a behavior results in the strengthening of that behavior and that the student is more likely to engage in that behavior again in the future Hester et.al (2009).

Praise is a specific type of positive reinforcement many teachers regularly use in their classrooms when interacting with students. According to Conroy et al., (2009), many teachers consistently utilize praise to increase the occurrence of their students' use of positive social and academic behaviors. They further stated that although praise seems to be a simple strategy that teachers can implement themselves, it is actually a complex reciprocal process that involves both the teacher giving the praise and the student(s) receiving the praise. It is important for teachers to understand how praise can be properly implemented into their classroom management systems.

Conroy et al. (2009) found that in order for praise to effectively increase students' behavior, it should contain specific statements about the appropriate behavior students displayed, be contingent upon a desired behavior, provide frequent praise when students are learning a new skill, and decrease the amount of praise given once the skill has been mastered. Additionally, praise should be initiated by the teacher, focus on students' improvement and effort, be sincerely delivered with an affirmative and natural voice, be appropriate for students' ages and abilities, and not be competitive or comparative across students. Lam, Yim, and Ng (2008) further pointed out those students' individual and cultural differences, as well as the different conditions under which prior praise has been given to them influences the extent to which teachers' use of praise. Hence this study seeks to determine effectiveness of school principals' use of praises to manage students' discipline.

Hodgman, (2015) argued that it is evident that praise can be an effective tool to motivate students if used appropriately. Specifically, teacher-written praise notes can be used to motivate younger students to employ behaviors that will increase student

performance and create a more positive and engaging classroom atmosphere. When considering the use of praise in classroom environments it is important to contemplate the ways praise might have a positive or potentially harmful impact on students. This means that teachers should aim to use process praise over person praise and consider the discursive needs, interests, and experiences of students before implementing praise oriented strategies. Although the benefits of using praise to motivate students are apparent, there was research showing that teachers do not often use praise in their everyday instruction, and often are not trained how to effectively use praise in class. Further, some research indicated that students receiving process praise do not benefit significantly from students receiving no praise.

Markelz et al (2016) conducted a literature review research and documented that research about praise as a reinforce (Willingham, 2006), one can infer that teacher praise was a positive reinforcement amongst recipients. Drawing attention to attending behaviors reinforced those behaviors and effort put in by participants to be on-task was rewarded. The same principle is applicable to studies that resulted in decreases in disruptive behaviors. Even though disruptive behaviors were measured, praise was given when the participants were on-task, which strengthened on-task behaviors. It is misleading to say teacher praise decreased disruptive behaviors in these studies; however, increases in attending behaviors could have created a differential reinforcement of incompatible behaviors to disruption which brought about the measured decreases.

Further, Kinyanjui, et al (2015) Conducted a study to investigate classroom reinforcement schedules and their Effectiveness in selected Kenyan Primary Schools. From the quantitative results presented praise was used very often by 76% of the respondents. All the other strategies such as tangible items, games and money were moderately often used by the teachers. These findings have ranked praise as the most effective reinforcement strategies and it then explains why praise is the most often used reinforcement strategy in classroom teaching. In addition, the results also indicate that, money and points were the least often used reinforcement strategy in classroom instruction. The results also showed that 82% of the sampled teachers rarely used money and points as reinforcement. These findings however, contrast those raised from the pupils which indicated that money was a favorite reinforcement strategy among the learners.

This finding is in agreement with Maori (2008) that most teachers use social reinforcement such as verbal praise. This could be caused by the fact that verbal praise is almost instant hence the learner receives feedback on the spot after performing desirably. In general, praise, tangible items, games and tokens were all perceived as being effective by the teachers. However, these findings contradict those in an earlier section which indicated that money and tokens were rarely used by the teachers who participated in this study. Although all types of reinforcers may be effective, their success depends on the reinforcement procedure being used. It is best practice to conduct reinforcer assessment, create preference lists such as reinforcer checklists, reinforcer menus, and interview the learner to find out what they would find reinforcing. To ascertain the relationship between reinforcement strategies and their effectiveness, t- test was carried out.

2.2.2 Effectiveness of rewards on student's discipline in school.

Dodge (2011) study in America concurs that learners should be rewarded for desirable behavior through tokens and recognition of desirable character shown by them. Besides, these study findings agree with Foncha, Kepe and Abongdia (2014) study in South Africa that praising of well-behaved students during school gathering promotes student discipline Adibsereshki, (2014) conducted a study to determine the effectiveness of using reinforcements in the classroom on the academic achievement of students with intellectual disabilities in Iran. The first research question focused on comparing the effectiveness of tangible reinforcements, social reinforcement, and no reinforcement control group on the academic achievement of students with intellectual disabilities. To answer this question, the scores in the pretest and posttest of the three groups were compared.

The finding revealed that there was no significant difference in the achievement scores for the three groups in the pretest while there was a significant difference in the academic achievement scores of the three groups in the posttests. In addition, eta square indicates that 73% of the achievement variance is because of the interventions ($\eta^2 \frac{1}{4} 0.731$). The second research question focused on which of the reinforcements is most effective in promoting the academic achievements of students with intellectual disability. According findings post hoc test results indicate that the mean difference of achievement scores for the tangible reinforcements group was significantly higher than the social reinforcement group (MD $\frac{1}{4}$ 3.05, $p < 0.001$) and the control group (MD $\frac{1}{4}$ 4.10, $p < 0.001$). Additionally, the mean scores for the social reinforcement group were significantly higher than the control group (MD $\frac{1}{4}$ 1.05, $p < 0.04$).

Study established that using reinforcement strategies could be an effective way to both address specific behavioral issues and motivate the students in the classroom. The current study show that using positive reinforcement (tangible and social reinforcements) in the classrooms for students with intellectual disability had a positive effect on their academic progress (in science subject) and that the tangible reinforcements were most effective. These findings can be used by teachers to promote more effective learning for their students with intellectual disabilities.

In a study done by Lam, Yim, and Ng (2008) showed that students' individual and cultural differences, as well as the different conditions under which prior praise has been given to them influences the extent to which teachers' use of praise. Increased motivation and discipline can be pursued by the provision of incentive Frengki, et al. (2017). Similarly, Hasibuan (2013) reiterates that one of the goals of giving the incentive is to increase the discipline. It means that by giving a lot of incentive or compensation, the staff's discipline was getting better and their loyalty to the applicable rules and regulations was higher. The above stance is also supported by the Marwanto and Nugroho (2014) who reported that the incentive's variable gives positive and significant effect to the working motivation and disciplinary.

Shreeve, Boddington, Brown, Dean, Bernard, Clarke and Oakley (2002) conducted a study and established that tangible rewards like gifts, good marks, free time and visits were the most popular with a majority of students. There was a high level of agreement amongst the students who responded to the survey that gifts and time, followed by marks, are the most effective

rewards. There was much less agreement across all years about whether or not praise, certificates and a letter/telephone call home were effective rewards. Over three-quarters of students in most schools felt that gifts were an effective reward. Only about two-fifths of students at each of two higher-attaining schools felt that certificates were effective rewards. In the remaining secondary schools, certificates were regarded as effective by approximately 60% of the students in each. For the majority of these students a phone call home or a letter was not an effective reward.

Anayo (2014) conducted a study on strategies adopted by teachers to manage discipline in secondary school in Nairobi Kenya. The study findings show that principals indicate that reward as a strategy is very effective and average number of teachers accepted that reward is very effective. None of the principals saw it as ineffective and only few teachers indicated that it is ineffective. Since majority of principals saw reward strategy as very effective it raises a bit of concern on training of students to become self-driven and taking responsibility in behaving well.

Ministry of Education, Guyana MOE (2016) states that an effective behavior modification system often includes rewards. Students are motivated to achieve and conform to appropriate behaviors when either intrinsically or extrinsically rewarded. Those students who prefer intrinsic motivation enjoy praise, personally challenging projects and accomplishing educational tasks just for the love of learning. An extrinsic approach requires more tangible rewards such as pencils, erasers, stickers and sometimes candy. The type of reward given to students must be fair and consistent for all students but also must vary for each task.

Kinyanjui, et al (2015) study finding on classroom reinforcement schedule indicated that, 96% of the teacher participants perceived tangible items to be very effective reinforcement strategy in the classroom. This means that tangible items were the second most effective reinforcement strategy. The findings confirm Maini (2011) who reported that, after teachers used reinforcement in the form of rewards and antecedent strategies, the majority of students benefited in academic achievement. Moreover, 83% of the teachers' participants in this study found money and tokens as being an effective reinforcement strategy in classroom instruction. The results indicate that money can be a form of incentive for motivation among learners as the teachers have indicated.

According to Onyango, et al (2018).The perceptions of head of department imply that a learner who is positively reinforced in public gets motivated and desires to maintain desirable conduct. In addition, information from document analysis guide confirmed that the use of material rewards sustained good conduct. For instance, learners who always completed their assignments on time were rewarded through material rewards like books and pens. They too were recognized before their fellow students, and this motivated them. It is on this fact that this study sought to determine school principals' use of rewards on students discipline.

Ndembu (2013) study in Kenya concurs that students prefer alternative strategies to corporal punishment. However, Bechuke and Debela (2012) in South Africa argue that an individual's desirable or undesirable behavior does not depend on an external stimulus that can be seen. Similarly, Ajibola and Hamadi (2014) in Nigeria add that group rewards are more effective than individual ones that make the learners egocentric.

2.2.3 Effectiveness of Motivational talks on students' discipline

The discipline of every school heavily depends upon the establishment of group norms and expectations Dean (2009). It is essential that the students are lead to accept as far as possible the school ethos and preferences modes of behavior. The school principals is responsible for making sure that the school has programs where the students' are advised and made aware of the school rules and regulations and the importance of adhering to them. The students should learn the benefits of good discipline and how it would make them better and responsible citizens in future. Bek (2013) urges that young people are growing up in a difficult and confusing world where values and standards vary very considerably and where there is no easy task in many situations to decide right from wrong.

During the motivational talk programs discipline should be instilled because discipline exposes children to way of handling the challenges and obligations of living and it keeps individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility Dean, (2009). As Osterman, (2010) urges that appropriate disciplinary measures must be used on in-disciplined students' where the measures can be either preventive or corrective. The students' should be made aware through motivational talks that the disciplinary measures are not put in place to harm them but to make them attain their goals and become better adults. Managing discipline in secondary schools demand appropriate skills, knowledge and attitudes if those involved in managing discipline are to be effective. Meehan, Hughes, and Cevell, (2013), recommended that there should be plan on how the motivational talk programs would be carried out and select well on those who will be participating in the talks, to bring out effectiveness of the approach hence the finding of the study that behavior reinforcement is very effective on student management.

III. RESEARCH METHODOLOGY

3.1 Research design

This study adopted a cross-sectional survey research design to explore and find out the effectiveness of school principals' disciplinary approaches to managing students discipline in public secondary schools in Migori County, Kenya. Cross-sectional Survey is defined by Cohen, Manion and Marrison (2011) as the method used in getting information through responses that a sample of individual respondents give to questions presented. Surveys are the best drive for the measurement of features of large population as acknowledged by Kothari (2014).The cross-sectional survey design was appropriate as it assisted the researcher to get data on the effectiveness of school principals' disciplinary approaches on students' discipline by asking individual principals, deputy principals, SCDs, teachers and student leaders on the effectiveness of school principals' approaches on the management of students' discipline. Furthermore, it often used to describe and explore human behavior without manipulation. The cross-

sectional Survey design also allowed presentation of data by use of frequency counts, percentages and means, as was done in this study.

3.2 Study Population

A population in research refers to a group of items with similar characteristics, in which a researcher has an interest (Kasamo, 2006). In this study, the population consisted of 2582 respondents drawn from 271 principals, 271 deputy principals, 271 student leaders, 10 Sub County Directors (SCDs) and 1759 teachers, in Migori County, as shown in Table 2.

Table 2

Study population (sampling frame)

Sub County	No.Prin.	D/P	S/L	SCD	teachers	Sub total
Suna East	32	32	32	1	247	313
Suna West	22	22	22	1	136	181
Nyatike	56	56	56	1	256	369
Rongo	33	33	33	1	279	346
Awendo	38	38	38	1	246	323
Uriri	35	35	35	1	213	284
Kuria West	16	16	16	1	112	145
Mabera	19	19	16	1	130	169
Ntimaru	11	11	11	1	66	89
Kuria East	9	9	9	1	74	93
TOTAL	271	271	271	10	1759	2582

Source: Migori County Director of Education office (2019)

As shown on Table 3.1 the highest population of the study was obtained from Nyatike Sub-county with 32 principals and deputy principals, hence had highest representation of respondents. The sub-county with the smallest study population was Kuria East with 9 principals and similar number of deputies.

3.3 Sample and Sampling Techniques

In this study, probability and non-probability sampling techniques were used to select the study sample.

3.4.1 Sampling Procedure for Principals, Deputy Principals and teachers.

Simple random sampling which is a probabilistic technique was used to select principals and deputy principals involved in this study. This method of sampling was used because the study required representation of principals and Deputy Principals to be able to provide the specific data that was required in the study Cohen, (2007). Out of 271 principals and their deputies, 27 (10%) took part in pilot testing respectively and those who participated in the pilot study were excluded from the main study. Thirty percent of the 244 principals and the deputies were calculated giving 74 respondents, then allocated proportionally per sub-county, and then simple random sampling using table of random numbers was used to select the relevant respondents, as indicated in Table 3.

Table 3

Population and sample size of secondary school principals /deputies in Migori County

Sub-county	No. Principals	No. of D/Principal	Principals' sample size	D/Principals' sample size
Suna East	32	32	10	10
Suna West	22	22	8	8
Nyatike	56	56	21	21
Rongo	33	33	13	13
Awendo	38	38	14	14
Uriri	35	35	13	13
Kuria West	16	16	7	7
Mabera	19	19	8	8
Ntimaru	11	11	4	4
Kuria East	9	9	2	2
TOTAL	271	271	74	74

Source: Migori County Director of Education office (2018)

3.4.2 Sampling procedure for SCDs

Table 4

Sampling for Sub-County Directors

Sub County	SCD	Sample population
Suna East	1	1
Suna West	1	1
Nyatike	1	1
Rongo	1	1
Awendo	1	-
Uriri	1	1

Kuria West	1	-
Mabera	1	1
Ntimaru	1	1
Kuria East	1	1
TOTAL	10	8

Source: Migori County Director of Education office (2019)

According to Basic Education Act (2015), all disciplinary proceedings affecting a learner, the attendance of the Sub-county Education Officer shall be mandatory. This was why the SCDs were deemed fit for this study. Out of 10 SCDs, 2 SCDs were selected for piloting and 8 were used in the study as recommended by (Kothari, 2004).

3.4.3 Sampling Procedure for Teachers.

Table 5

Sampling for teachers

Sub County	Number of schools	Teachers sample size
Suna East	247	45
Suna West	136	25
Nyatike	256	46
Rongo	279	50
Awendo	246	44
Uriri	213	38
Kuria West	112	21
Mabera	130	23
Ntimaru	66	12
Kuria East	74	13
TOTAL	1759	317

Source: Migori County Director of Education office (2018)

According to Krejcie and Morgan (1970), sample size of 1759 is rounded off to 1800 and the sample size was given as 317. This was 18.02 percentage of the sample size used to calculate teachers sample size per Sub County. Simple random sampling was used to select teachers by use of table of random numbers.

3.5 Research Instruments

Questionnaires were ideal in this study because they facilitate large coverage and collection of data in a fairly shorter time. In this study, two sets of questionnaires were used; one for principals and deputy principals, another one for teachers. To facilitate collection of in-depth data, interview guides was also used for interviewing SCDs and FGD was used to collect data on students.

3.5.2 Interview Guide

An interview schedule was designed for 10 sub-county directors (SCDOE) to gather qualitative information on preventive approach, corrective approach, positive behavior reinforcement approach and factors influencing their effectiveness in Public Secondary Schools in Migori County. The interviewer questioned each interviewee for their consent to be interviewed virtually and recording done. All the respondents agreed to be interviewed.

3.5.3 Focus Group Discussions

Focus group is a loosely constructed discussion with a group of people brought together for the purpose of a study (Sarandakos, 2005). Focus group discussions guide was used to collect qualitative data from 74 student leaders who were organized into 7 groups of 11 students each were used in the study. The schools were chosen using simple random sampling pegged at 30 percent from 271 student leaders. The questions were drawn from the objectives as espoused by (Monishankar and Christine, 2017). Manson (2010) outlined that a sample of between 10 to 20 groups is appropriate for qualitative interviews. This study therefore used focus group discussion on the students' leaders to gather more information related to the study objectives.

3.5.4 Piloting of the Research Instruments

The pilot study for questionnaires was conducted in 27 secondary schools where 27 principals and deputy principals were involved. Focus group discussion guide was piloted in two group here each group consisted of 13 and 14 students leaders respectively. The sample size used in piloting represented 10 per cent of the sample size as recommended by Mugenda and Mugenda (2003). The respondents involved in pre-testing were excluded from the data collection in the main study. Through the pre-test, ambiguities in questions were addressed before the actual study. The researcher used expert knowledge to improve on the instruments before administering the instrument for the second time. Irrelevant items identified in the questionnaires, interview guide and FGD guide during piloting were discarded or reworded to elicit the relevant responses. Based on the outcome, the instruments were revised in readiness for data collection.

3.6 Validity and Reliability of Research Instruments

The essence of concern about validity and reliability of data collection instruments is to enhance data quality. They are tests of measurement that are used to evaluate the extent to which an instrument gives consistent, reliable and valid results (Kothari, 2014).

3.6.1 Validity

According to Wadsworth Cengage Learning (2013), validity involved getting results that accurately reflected the concepts being measured; The research results can be correctly interpreted and generalized to the population (Dillman, 2007). Modifications were done on the instrument following the outcome of the pilot study done at Rongo Univerwsity. The modifications were

focused at achieving acceptable face validity, construct validity, internal validity and external validity. To determine face validity and content validity, the experts in the Department of Educational Management and Foundations at Rongo University were engaged. Each question was evaluated and rated by the experts to determine its relevance to the objective on a scale of 1 – 4 (1 – not relevant, 2 – some-what relevant, 3 – quite relevant, 4 – very relevant). Content validity for each item was computed and validity index was calculated as follows:

Content validity index = No.of items rated relevant by all experts 28

Total No.of items in the instrument

$CVI = 28/33 = .85$

The computation gave content validity index of .85 which is slightly above the least accepted validity in survey research (Amin, 2005). To achieve construct validity the researcher had used the correct measures for the concepts being studied after performing factor analysis. To achieve internal validity, the researcher had demonstrated that certain conditions led to other conditions. For example, school principal approaches would lead to students discipline; appropriate preventive measures are taken in time. According to Oson and Onen (2009), to enhance validity of the interview schedule, the research questions and objectives had been clearly defined, clearly understood and made workable. This was achieved after modifications made following the pilot study. The research stakeholders had been fully engaged through: methodological triangulation, respondent validation, fair dealing and attention to negative cases having been carefully focused on. Audio recording made the qualitative data collected trustworthy.

3.6.2 Reliability

According to Wadsworth Cengage Learning (2013), reliability of the instruments involved getting consistent results from the same measure. The tool was adjusted until it provided consistent results (Kothari, 2004). This was done by being subjected to pre-testing at Rongo University after which necessary adjustments were made. According to Kothari (2004), the survey study mode ensured that the procedures used were well documented and could be repeated with the same results over and over again. Reliability had been enhanced by using clear wording that the respondents found easy to understand. Adequate number of questions had been used to define the concepts in questions more completely. The questions had been designed to entice a spread of views.

The study assessed the sub-scale's internal consistency; the four sub-scales were preventive approach, corrective approach, positive behavior reinforcement and factors influencing their effectiveness. The assessment was done using Cronbach's alpha, which enabled the researcher to study the properties of measurement scales and the items that compose the scales. It calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale. According to Oso and Onen,(2014), a questionnaire has good internal consistency if the Cronbach's alpha coefficient of a scale is above .70. The researcher computed the reliability for multi-item opinion items separately for all the four subscales in the principal's, deputy principals and teachers' questionnaires. Table 3.5 which shows the Cronbach's Alpha for questionnaires, reveals that the instruments had adequate reliability for the study.

Table 7

Internal Consistence: Cronbach's Alpha Results for the Questionnaire

Scale	No. Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Preventive approach	8	.858	.859
Corrective approach	6	.676	.710
Positive behavior reinforcement	6	.756	.753
Factors influencing effectiveness	7	.852	.845

Source: Author (2020)

Given that the minimum acceptable value for Cronbach's alpha is .71 and a maximum expected value is .85, all the subscales reached a threshold and were within this range. For example, the subscale of preventive approach scale questionnaire composed of 8 items had internal consistency of $\alpha = .859$; all the items of this subscale were worthy of retention. It was also noted that all items were correlated with the total scale to a good degree, as indicated in the SPSS output. A correlation with the total scale of above .85 would have meant that there is redundancy and duplication of items. Table 3.3 shows that the internal consistent for the other subscales in the questionnaire were adequate enough for the study. These findings show that the questionnaires were generally suitable for data collection; because they adequately measured the constructs for which they were intended to measure.

3.7 Data Collection Procedures

The researcher obtained an authority letter from Graduate School, Rongo University, after which a research permit was sought from the National Commission of Science and Technology and Innovation (NACOSTI). The researcher then presented the research permit to the County Director of Education and the County Commissioner in Migori County. Having from the county office, questionnaires were then administered to principals, deputy principals and teachers by the researcher after prior arrangement with them, over a period of one month. This was done by booking for their time prior to the delivery of questionnaires to the principals. After a period of one week, the completed questionnaires were collected. Follow up collection was done in the second week for those respondents who had not completed their questionnaires during the first collection visit.

During questionnaire drop offs, interview dates were scheduled with the SCDOE as well as for focus group discussion to students' leaders with the participating schools and permission granted by the principal. Both interviews and Focus group discussions were done over a period of three weeks, where an interview and FGD. The taped data from interviews and FGDs was later transcribed, and analyzed through content analysis, and some presented as verbatim excerpts.

The researcher had prepared good training programs for research assistants. This was used to equip them in advance with proper procedures and protocols for their work in the field. The research assistants training program covered the basic concepts of the study, terminology, processes, methods and the proper application of the techniques being used in the study (Jahffer, 2011). The research assistants were also made to be conversant with different relevant methods of data collection and different techniques. This was aimed at carrying out triangulation at the analysis stage of the work as cited by Jahffer(2011).

The training program also included protocols for survey research, including time deadlines, formats for narrative reporting and audio-taping. Research assistants were trained to be good listeners who could hear and understand the exact words being used by those interviewed. The research assistants needed to understand the purpose of the study being to assess effectiveness of school principals' approaches on management of students' discipline, grasp the issues and were prepared to be open to contrary findings. They were also made to be aware that they were going into the world of real human beings who may be threatened or unsure of what the case would be.

3.8 Methods of Data Analysis

The researcher subjected the questionnaires received from the respondents to inspection and those missing data were separated from those that were fully filled. The questionnaires were keenly checked. Compatibility of the data to SPSS program was ensured through coding of each respondent questionnaire for verification and identification was done. When all the data had been keyed in, twenty questionnaires were selected randomly for verification of the SPSS program and correction done on the wrong entries. This included detection of incorrect values which were to be excluded from the study, cases that were repeated or logic breakdowns. Scoring was done in the qualitative data audio taking done during the interview sessions through the research assistant. The themes were later identified and each theme was a representation of the findings which were later analyzed and integrated together with the quantitative data.

The data collected was analyzed using both quantitative and qualitative techniques by the use of computer package (SPSS) and presented in tables. Qualitative data was analyzed thematically where the responses from the interview schedule and focused group discussions organized into themes, meaning given and analysis done systematically. This was to be done following the objectives of the study. This was to help in checking the consistency and relevancy of the responses to the items of the objectives. In view of this, all details of the information contained in the document used to collect data in this research were coded and analyzed to the category of respondents using the SPSS (Version 26). Analysis of quantitative data was done using both descriptive statistics comprising of frequency tables and figures and inferential statistics, used T-test analysis. Analysis of the study data involved both the quantitative and qualitative techniques.

3.9.1 Quantitative Data Analysis

In order to determine the effectiveness of school principals' approaches, 5-point rating scale was used. Data was collected in form of; not effective, lowly effective, effective, highly effective and very high effective. A response of not was scored 1, lowly, 2; effective, 3; highly, 4; and very highly, 5. The scores of all respondents on a given aspect aggregated to give the total score per item. The mean rating was calculated by dividing total score per item by number of respondents per item. The mean ratings were then interpreted in agreement with Cheruiyot and Simatwa (2016) classification, using intervals as follows:

1.00-1.44 = not effective

1.45 – 2.44 = lowly effective

2.45 – 3.44 = effective

3.45 – 4.44 = highly effective

4.45 – 5.00 = very highly effective

The mean rating was used to establish effectiveness of school principals' approaches on management of student discipline. The school principals' approaches were measured in terms of preventive, corrective, positive behavior reinforcement and factors influencing their effectiveness.

The data was analyzed through the use of statistical package for social sciences (SPSS) Version 26, at the set p-value at .05 level of significance and T-test was used to determine if there was a significant difference between the means of two groups, which were between teachers and administrators in this study, the results presented in form of Tables. Table 3.5, shows a summary of statistical techniques used for analysis per objective.

Table 8

Data Analysis matrix for effectiveness of principals' approaches on student's discipline

Research Hypothesis	Independent variable	Dependent variable	Statistical tests
Ho1 there is no statistically significant relationship between effectiveness of positive behaviour reinforcement approach and the management of student's discipline in public secondary schools in Migori County.	Positive behaviour Reinforcement approach	Students' discipline	Frequencies Percentages Means t-test

3.10.2 Qualitative Data Analysis

Qualitative data analysis (QDA) involved identification and interpretation of patterns and themes in textual data. Qualitative data analysis (QDA) determines how patterns and themes help answer research question. Qualitative data analysis (QDA) was used because it provided depth and detail. Qualitative data analysis (QDA) was exploited verbatim reporting and where applicable the data summarized in tables to make them easily understandable. Verbatim reporting created openness and simulate respondent's

experiences. Also, qualitative data analysis enabled the researcher to avoid prejudgment. Once the corpus from interviewees were gathered, the discussion was transcribed and arranged thematically considering priority areas as advanced by Punch (2011) and Lichman (2013).

Table 9

Summary of themes and excerpts.

Themes	Codes	Interview excerpt
3. Positive behavior reinforcement theme		<ul style="list-style-type: none"> • Face to face talk • Giving tokens • Use of motivational speakers • Giving of monetary rewards • Certificate of recognition • Principals attitude

Table 9 shows the summary of themes and excerpts from the respondents.

RESULTS AND DISCUSSION

4.1 Effectiveness of positive reinforcement approach on management of students' discipline

The third research question which was derived from the third objective of this study was: To determine effectiveness of positive reinforcement approach on management of students' discipline in public secondary schools in Migori County, Kenya. In order to meet the requirements of this objective and to test the set hypothesis, the respondents were to answer items 21-26 in the questionnaire. The responses were keyed into a computer data file and were done using SPSS version 26 programme.

4.1.1 Findings on Vertical Descriptive Analysis of the Classified Respondents

The ratings of teachers and administrators on the level of effectiveness of the preventive approaches were done and presented in Table 23 and Table 24.

Table 23

Teachers Views of Level of Effectiveness of Positive Reinforcement approaches

Positive approach	Reinforcement	Effectiveness level					Total
		Not Effective	Lowly Effective	Effective	Highly Effective	Very Highly Effective	
Praises to Students	Frequency	27	27	52	68	46	220
	Percent	(12.3)	(12.3)	(23.6)	(30.9)	(20.9)	(100)
Face to face talks with students with behavior change challenges	Frequency	8	21	55	82	55	221
	Percent	(3.6)	(9.5)	(24.9)	(37.1)	(24.9)	(100)
Giving Tokens for Good behavior	Frequency	2	18	70	75	56	221
	Percent	(.9)	(8.1)	(31.7)	(33.9)	(25.3)	(100)
Use of motivational speakers	Frequency	6	21	54	93	46	220
	Percent	(2.7)	(9.5)	(24.5)	(42.3)	(20.9)	(100)
Giving Monetary rewards to well behaved students	Frequency	17	41	63	61	32	214
	Percent	(7.9)	(19.2)	(29.4)	(28.5)	(15)	(100)
Certificate of recognition to disciplined students	Frequency	8	12	51	76	74	221
	Percent	(3.6)	(5.4)	(23.1)	(34.4)	(33.5)	(100)

Table 23 shows that teachers as respondents had the highest regard on certification of recognition to disciplined students at 33.5% as being very highly effective in the management of students' discipline in secondary schools, followed by face to face talk with students at 24.9%. These two approaches if properly used can effectively help in the management of secondary school students' discipline. Majority of teachers as respondents rated the following positive behavior reinforcement approaches as being highly effective in the management of students' discipline in secondary school are use of motivational speakers at 42.3%, use of praises at 30.9% and giving of tokens at 33.9%. These approaches are seen as highly effective particularly when integrated into the school's administrative system.

Further Table 23 shows the rating of effective positive behavior reinforcement approach in the management of students' discipline in public secondary schools. The results show that most teachers (29.4%) opined that giving monetary rewards to well-behaved students is most effective in managing student discipline. This means that the approach is equally good if enacted in the management of students' discipline in secondary schools.

The administrators' views were also captured as presented on table 24 showing effectiveness of positive behavior reinforcement.

Table 24

Administrators' Views on Level of Effectiveness of Positive Reinforcement approaches

Positive approach	Reinforcement	Effectiveness level					Total
		Not Effective	Lowly Effective	Effective	Highly Effective	Very Highly Effective	
Praises to Students	Frequency	5	15	26	22	27	95

	Percent	(5.3)	(15.8)	(27.4)	(23.2)	(28.4)	(100)
Face to face talks with students with behavior change challenges	Frequency	3	6	25	37	25	96
	Percent	(3.1)	(6.3)	(26.0)	(38.5)	(26.0)	(100)
Giving Tokens for Good Conduct	Frequency	5	14	28	32	17	96
	Percent	(5.2)	(14.6)	(29.2)	(33.3)	(17.7)	(100)
Use of motivational speakers	Frequency	1	10	22	46	17	96
	Percent	(1.0)	(10.4)	(22.9)	(47.9)	(17.7)	(100)
Giving Monetary rewards to well behaved students	Frequency	7	19	38	25	6	95
	Percent	(7.3)	(20.0)	(40.0)	(26.3)	(6.3)	(100)
Certificate of recognition to disciplined students	Frequency	4	7	27	35	22	95
	Percent	(4.2)	(7.4)	(28.4)	(36.8)	(23.2)	(100)

Table 24 shows that administrators as respondents had confidence in use of praises in approval of good behavior at 28.4% while teachers rated certification of recognition to disciplined students at 33.5% as being very highly effective in the management of students' discipline in secondary schools, this shows confidence hence interview also noted from SC3 that certificate of recognition is just a paper but it might serve as a recognition to the disciplined student thereby making them develop self-esteem. Table 24 shows that administrators noted that most of the variables could be rated as highly effective. Apart from the category that were considered very highly effective, the variables classified under this category is use of motivational speakers 47.9%, followed by face to face talk with students with behavior challenge at 38.5% and certification of recognition to disciplined students 36.8% . The approaches are seen as highly effective particularly when integrated into the school's administrative systems.

During the interview, a respondent, S1 further noted;

The other way the Principal also uses to implement the positive approaches is by recognizing the disciplined boys doing the Annual General Meeting that also give other students a challenge of also aspiring to be one come the following year. Further during the motivational talks programs discipline is instilled. This is because the talks expose people to a healthy way of handling the challenges and obligations of living. Therefore, keeps individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility.

Table 24 shows that the administrators agreed that the best rated as effective is giving monetary rewards to well-behaved students at 40.0%. This means that the approach is equally good if enacted in the management of students' discipline in secondary schools.

An analysis of the specific positive behavior reinforcement approaches was done based on comparative views of teachers and administrators. To determine the effectiveness of reinforcement approaches on the management of student discipline, t-test analysis was computed and the results of analysis presented as shown in Table 25

Table 25

Effectiveness of Positive reinforcement approaches on management of student Discipline

Positive Reinforcement approach	Respondent	MR	Overall MR	t-test	Sig.(2-tailed)
Praises to students	Teachers	3.36		t(314)=-22.228,p=.000	
	Administrators	3.54	3.42		
Face to face talks with students with behavior challenges	Teachers	3.70		t(316)=-31.278, p=.000	
	Administrators	3.78	3.74		
Giving Tokens to well- behaved students	Teachers	3.75		t(316)=-33.117, p=.000	
	Administrators	3.44	3.51		
Use of Motivational Speakers	Teachers	3.69		t(315)=-32.983, p=.000	
	Administrators	3.71	3.70		
Giving Monetary rewards to well-behaved students	Teachers	3.23		t(308)=-22.544, p=.000	
	Administrators	3.04	3.19		
Certificate of Recognition to disciplined students	Teachers	3.89	3.82	t(315)=-34.091, p=.000	
	Administrators	3.67			

Interpretation of Mean Rating:

1.00-1.44 = Not Effective 1.45-2.44= Lowly Effective 2.45-3.44 = Effective 3.45-4.44 = Highly Effective
4.45-5.00= Very Highly Effective

Table 25 shows the mean rating responses of the respondents on the effectiveness of positive reinforcement approaches in maintaining students' discipline in secondary schools with certificate of recognition to disciplined students being the highly effective method teachers mean rating 3.89 while administrators mean rating at 3.69, t(315)=34.091,p=000, face to face talk with students with behavior change challenges followed with mean rating of teachers at 3.70, and administrators 3.78

$t(316)=31.278, p=.000$ this implies the approach is highly effective, followed by regular use of motivational speakers teachers mean rating 3.69 and administrators mean rating at 3.71 $t(515)=32.983, p=.000$ also highly effective and giving tokens to well behaved students teachers (mean rating at 3.75 whereas administrator mean rating at 3.44 $t(316)=33.117, p=.000$).

Since the rest of mean rating was above 3.00, the respondents agreed that these approaches are the most effective in the management of students discipline in secondary schools in Kenya. In fact, all the approaches listed in Table 25 had individual mean rating of above 3.20. This implies that teachers, deputy principals and principals had confidence in the effectiveness of these approaches in maintaining student discipline in secondary schools.

IV. Hypothesis Test

The hypothesis to be tested on this was:

H_{01} : There is no statistically significant relationship between positive behaviour reinforcement approach and management of student's discipline in public secondary schools in Migori County. Table 25 shows that the observed difference between the mean ratings of teachers and Administrators views is statistically significant in all positive behaviour reinforcement approaches since $p=.000$. The resulting or observed p values are .000 for all the variable groups. Since this is below the critical p value (.05), there is enough statistical evidence to reject the null hypothesis and hence accept the alternative hypothesis. There is therefore statistically significant relationship between positive behaviour reinforcement and management of student's discipline in public secondary schools in Migori County. The higher the mean rating given by the respondents for each of the positive behavior reinforcement approaches investigated, the higher the effectiveness of that approach in management of students' discipline in secondary schools

4.5.1 Discussion on the specific Effectiveness of Positive reinforcement approaches on management of student Discipline

Praise to student with good behaviour in Table 25 shows that both teachers and administrators had confidence in the use of praise (24.8% - effective, 29.2% - highly effective, 23.2% - very highly effective) as a positive reinforcement approach in maintaining students discipline in secondary schools. Only 10.03% and 12.5% of the respondents consider this approach as not effective and lowly effective respectively. This was quite recurrently evidenced in most respondents during the interview sessions when they agreed as by S1 said;

The other way the Principal also uses to implement the positive approaches is by recognizing the discipline boys doing the Annual General Meeting that also give other students a challenge of also aspiring to be one come the following year.

This sentiment was also expressed by SC 2 thus;

I think the consistent acknowledgement of the students when they do things always there is that pride. Other students always want to be like that so that they can be acknowledged....praised in front of others in front of everyone else.

S11 also said;

I think acknowledgement of the students when they do things in right way gives a lot of prestige and pride. Other students always want to be acknowledged in front of others. They are praised by the principal in the assembly. They just say these verbally in the assembly. Giving of monetary rewards to disciplined students also works as far as instilling discipline in a school system.

Teachers mean rating 3.23 and administrators mean rating 3.04 in table 25. This should be done in the presence of all other students in order to enhance the desired characters. Supporting this finding from their quantitative data, Kinyanjui, et al (2015) reported that the results presented praise was used very often by teachers and also included such tangible items such as money.

Being recognized for an activity gives a sense of achievement to an individual as shown by respondents in this study. This was supported by Hodgman (2015) who concluded that it is evident that praise can be an effective tool to motivate students if used appropriately. Similarly, Markelz et al. (2016) and Willingham (2006) posited that one can infer that teacher praise was a positive reinforcement amongst recipients. They noted that attention to attending behaviors reinforced those behaviors and effort put in by participants to be on-task was rewarded and is applicable to studies that resulted in decreases in disruptive behaviors. Praise was given when the participants were on-task, which strengthened on-task behaviors as was noted in the present study.

Face to Face talks with students with behavior change challenge in Table 25 reveal that teachers mean rating at 3.70 while administrators mean rating at 3.78 this shows that both teachers and administrators agreed that this approach is highly effective so it is confirmed that talking face to face with students with behavior challenges works very well in maintaining students' discipline in secondary schools This theme also emerged during the interview sessions.

S1 said;

The other way the Principal also uses to implement the positive approaches is by recognizing the discipline boys doing the Annual General Meeting that also give other students a challenge of also aspiring to be one come the following year.

S11 also noted;

I think the consistent acknowledgement of the students when they do things always there is that pride. Other student always want to be like that so that they can be acknowledged in front of others. They are praised by the principal in the assembly. They just say these verbally ... yea in the assembly.

Giving Tokens as a measure in Table 25 illustrate that teachers mean rating at 3.75 while administrators mean rating at 3.44 this implies that giving tokens to students with good behaviors' is highly effective. approach in maintaining students' discipline in secondary schools. During the interview sessions, it also emerged as a distinct theme.

S6 shared a similar view saying;

I think we can also talk about students who are awarded for good behavior inside the school can be used to state perfect examples so that other students may follow. This is 'where you find that a student is usually happy when another student is awarded, and

wants to be like him or her or can go to extreme circumstances whenever he has behaved better than the other student. I think that can be another way which the positive reinforcement is effective.

Similarly S9 noted;

For example here in our school, we usually have like meals where the Principals provides extra medals which, especial meals or special services for students who behave well within the school compound and if that is done, you will find that most students will start behaving in better ways within the school compound so that they may also be awarded. Another way we find that student majority of members of the students councils are students who are good behavior. So when we have leaders with good behavior they are automatically will have students who are of good behavior. I think that's all I can say.

Added S13;

we can also talk about students who are awarded for good behavior inside the school can be used to state perfect examples so that other students may follow. This is where you will find that a student is usually happy when another student is awarded, and wants to be like him or her or can go to extreme circumstances whenever he has behaved better than the other student. I think that can be another way which the positive reinforcement is effective.

Therefore, from the responses it can be observed that token giving has known direct benefits; one, the specific student being awarded for good behavior is positively reinforced to maintain the behavior, and also, those who observe the process are encouraged to emulate the well behaved student so that they can also receive the tokens. Also, it is important to note that praise is almost instant hence the learner receives feedback on the spot after performing desirably. As was established by responses from the interviews, also concurring with the findings is Shreeve, et.al (2002) who established that tangible rewards like gifts, good marks, free time and visits were the most popular with a majority of students. There was a high level of agreement amongst the students who responded to the survey that gifts and time, followed by marks, are the most effective rewards.

Supporting this finding from their quantitative data, Kinyanjui, et al (2015) reported that the results presented praise was used very often by teachers and further noted that tangible items such as money. Teachers ranked praise as the most effective reinforcement strategies. Maori (2008) also concurred that Principals and teachers use social reinforcement such as verbal praise. In general, tangible items, games and tokens were all perceived as being effective by the teachers. Anayo (2014) reported that study findings showed that principals indicate that reward as strategy is very effective and average number of teachers accepted that reward is very effective.

Use of Motivational Speakers, observed that the use of motivational speakers highly effective, teachers mean rating 3.69 while administrators mean rating 3.71 and is workable in maintaining students' discipline in secondary schools. This means that in schools where students are disciplined, this is a commonly used approach. This theme also emerged during the interview sessions.

On the use of motivational speakers S4 said:

If remember correctly, about last year 2019, there are some students who were caught with drugs and as the students, we thought that the best punishment he was going to give them was to send them on expulsions. But he just organized for a way for the students to be corrected by inviting the motivational speakers to talk to the students and as of now students are good and are coping.

S1 said;

If I can add, maybe there are some days, specific days in a week that the teachers find may be motivational speakers to encourage the students to show the background of this speaker, so from the challenges she/he has gone through to the point of his/her prosperity now. This encourages positive and avoid bad behaviour

SC 5 further noted;

During the motivational talks programs discipline is instilled. This is because the talks expose people to a healthy way of handling the challenges and obligations of living. Therefore, keeps individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility.

Osterman, (2010) notes that appropriate and effective disciplinary measures must be where students are made aware through motivational talks that the disciplinary measures are not put in place to harm them but to make them attain their goals and become better adults. Under such conditions, students are more likely to internalize school values due to open communication and ease in the environment of communication (Werzel, 2004). Meehan, Hughes and Cevell (2013) underscores the process involved in motivational talk by recognizing that head teachers' should plan well on how the motivational talk programs would be carried out and select well on those who will be participating in the talks.

Giving Recognition Certificates for well-behaved students in the quantitative data analysis results shown in table 25 revealed that teachers rating 3.89 and administrators 3.69 shows that giving certificate of recognition is highly effective approach in maintaining discipline in secondary schools to both respondents. This approach also emerged as a key theme during the interview sessions.

Furthermore S6 asserted that by saying;

In addition, the Principals have come up with something called integrate certificates. The integrate certificates are awarded to those students who are trusted in their way for example when a student identify other students want to do some vice in school, that student is able to be awarded for his good work and this will be positive reinforcement.

S4 said that

we can also talk about students who are awarded for good behavior inside the school can be used to state perfect examples so that other students may follow. This is where you will find that a student is usually happy when another student is awarded, and wants to be like him or her or can go to extreme circumstances whenever he has behaved better than the other student. I think that can

be another way which the positive reinforcement is effective. This is positive in that it goes a long way in restoring discipline and improving the students' future by acquiring a certificate almost similar to the one for good conduct issued by the government.

However SC3 said

A certificate of recognition is just a paper hence it might serve as a praise to the disciplined student thereby making them develop self-esteem.

Bibanda and Mpofu (2017) and Rumfola, (2017) argued that through various researchers and classroom experiments it is conclusive that positive reinforcement is a suitable classroom management tool for teachers who need to control undesirable behavior in their classroom. Through positive reinforcement it is proven that forms of punishment and yelling are void. While positive reinforcement may take longer to yield results, the results of the behavior management are sustained throughout time. These findings are in agreement with Guner (2012) who states that rewards are effective in managing behavior. Kemunto and Nderitu (2014) also agree that positive reinforcement is necessary since it encourages students to develop positive behavior support. Learners who are reinforced develop positive attitude towards activities related to the school.

The objectives were further compared to show level of effectiveness on each of the approaches, hence results are presented on table 26 and 27 and it came out that positive behavior reinforcement is highly effective with mean ratings of 3.51 followed by preventive approach mean ratings at 3.37 and corrective approach being the last with mean rating of 2.90.

Table 26

Comparative effectiveness of the approaches in Management of students' Discipline

Serial No.	Type of Approach	Grand Mean	Standard Deviation
1	Preventive	3.371	1.059
2	Corrective	2.90	.850
3	Positive Reinforcement	3.51	1,100

Table 26 shows that positive reinforcement is highly effective rating at 3.51, followed by preventive approach with a grand mean 3.371 in management of Secondary school students' discipline, followed while the least effective approach is the corrective grand mean 2.90. This means that for there to be good management of students' discipline in secondary schools, emphasis should be made on the preventive and positive reinforcement approaches.

Table 27

Comparative effectiveness of the best sub – Independent variable approaches in Management of students' Discipline

Independent Variable	Sub - Variable	Mean	Degree Freedom	t-test Value	P - Value
Preventive Approach	School Rules Enforcement	3.675	310	-32.292	.000
Corrective Approach	Withdrawal of Privileges	3.37	312	-26.403	.000
Positive Reinforcement	Certificate of recognition	3.78	315	-34.091	.000

Table 27 show that awarding of certificate of recognition as a positive reinforcement approach is the most effective (mean 3.78) in management of Secondary school students' discipline, while withdrawal of privileges as a corrective approach though best in that category is the least effective comparative approach is (mean 3.37). This means that for there to be good management of students' discipline in secondary schools, emphasis should be made on recognition of well-behaved students by awarding them certificates.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Effectiveness of positive behavior reinforcement on management of students' discipline

'To determine effectiveness of positive reinforcement approach on management of students discipline in public secondary schools in Migori County'. This generated the question; 'How effective is positive behavior reinforcement approach on management of students discipline in public secondary schools in Migori County?' The set hypothesis for testing was; 'Ho₃ There is no statistically significant relationship between positive behaviour reinforcement approach and management of student's discipline in public secondary schools in Migori County.'

The study found that in terms of mean ranking, the preferred positive behaviour reinforcement approaches or the most effective approaches shown by teachers and administrators respectively;

use of praises in approval of good behavior and in handling students discipline 3.42, face to face talk with students with behavior challenge 3.74, giving tokens 3.51, use of motivational speakers 3.70, giving monetary rewards to well-behaved students 3.19 and Certification of recognition to disciplined students 3.82

This was evidenced by the fact that all the approaches had individual mean scores of above 3.19. This implies that teachers, deputy principals and principals had confidence in the effectiveness of these approaches in maintaining student discipline in secondary schools.

5.2 Conclusion

Based on the findings of this study positive behavior reinforcement approach is highly effective

5.3 Recommendations

Based on the foregoing conclusions made above, the researcher made the following recommendations:-

- i. The ministry of education science and technology through the heads of institution should create awareness to parents in all stages of disciplinary approach put in place for students' discipline in public secondary schools.
- ii. The school management should be very fair and free when implementing disciplinary policy to students this will help to manage students' discipline.
- iii. A specialized management course on student discipline to be designed for the school principals to be furnished with positive disciplinary approaches.
- iv. Ministry of Education science and technology should have a vote head for rewards and motivational talks to student to reinforce student discipline in secondary schools.
- v. There is need to have close collaboration between the principals, teachers' and parents in order to improve the students discipline in secondary schools

Secondary schools should build partnership with parents and develop mutual responsibility for students' discipline

5.2 Suggestions for Further Research

The following areas were suggested for further studies in relation to management of students' discipline;

- i) A similar study to be carried out in private secondary schools in Migori county, Kenya.
- ii) A study on the effectiveness of teachers' disciplinary measures on management of students' discipline in Migori county, Kenya.
- iii) An assessment of effectiveness of government discipline guidelines on management of students.

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