

A COMPARATIVE STUDY OF BIBLICAL AND SECULAR MODES OF DISCIPLINE
AMONG SECONDARY SCHOOLS IN BOMET COUNTY.

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ABSTRACT

This was a comparative study of and secular modes of discipline within secondary schools in Bomet County, it was important to distinguish between problems with discipline in schools and the various ways in which schools respond to those problems. Many studies have been conducted to establish the effects of different modes of punishment applied both by parents and teachers. The perception of the child and the parent/teacher on the method used has also been the subject of many studies with ethnicity, culture and race of the respondents being major variables. This study however, wished to compare the way in which Christianity (The application of Biblical teachings) affects the mode of discipline in an institution as compared with one which is not governed by any other religious principles. The study objectives are; to find out the forms of disciplinary measures used within Christians and Secular secondary schools in Bomet County; to establish the efforts in place to use positive discipline to curb infraction in Christians and Secular secondary schools within Bomet County; to investigate students' and teachers preferences in regard to correction of infraction within Christians and Secular secondary schools in Bomet County; to establish Christians and secular methods of discipline within Christians and Secular secondary schools in Bomet County. The study adopted a comparative research design; the population target was 20 principals', 288 teachers and 568 students in all public secondary schools. Random sampling was used in selecting the respondents for the study; data analysis procedure used was quantitative analysis methods. Quantitative data derived from the demographic section of the questionnaires from closed questions was analyzed using descriptive statistics that included the use of percentages and frequencies. The study established that there was high prevalence use of corporal punishment in religious schools than public schools. The study also established that most of the schools do not have guidance and counseling departments.