

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON  
DISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN  
MATUNGULU SUB-COUNTY, MACHAKOS COUNTY, KENYA**

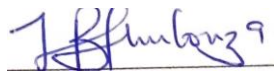
**BERNARD ITUMO MALONZA**

**A Research Thesis Submitted in Partial Fulfillment of the Requirements for the  
Award of the Degree of Master of Education in the Department of Education,  
School of Humanities and Social Sciences of Africa Nazarene University**

**SEPTEMBER 2020**

**DECLARATION**

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

**BERNARD ITUMO MALONZA****13J05CMED005**Date: 25/8/2020

Student signature

This thesis has been submitted for examination with my approval as University supervisor

Date: 25/8/2020**Dr. Eric Osoro**Date: 25/8/2020**Prof. Jeremiah M. Kalai**

**AFRICA NAZARENE UNIVERSITY  
NAIROBI, KENYA**

## **DEDICATION**

I dedicate this work to my dear wife, Jacinta Nthenya Itumo and my children; Murphine Malonza Itumo, Justine Mumo Itumo and Eugene Keli Itumo. In the memory of my late father Mr. Alphonse Malonza and dedicated to my mother Mrs. Francisca Malonza for helping me to appreciate the value of education. You indeed gave me the foundation. Without you this work could not have been.

## **ACKNOWLEDGEMENT**

I thank the almighty God for giving me good health and good brains to undertake and accomplish this study. I would like to register my gratitude to my supervisors Dr. Eric Osoro and Prof. Jeremiah M. Kalai inspiration in this thesis. Thank you for the inspiration and dedication towards the completion of my work. Thank you both for insisting on quality and well-articulated presentation. I also wish to thank Teachers' Service Commission for giving me permission to attend my lectures and defenses. I also wish to appreciate Africa Nazarene University for according me an opportunity to pursue my studies. For my lecturers, I owe you a lot of gratitude for imparting knowledge and skills in me. To my colleagues in the department, I thank you for your support as discussants during the formative stages of concept development. To my typist, thank you and may God bless you for undertaking the task of typing the manuscripts of the research.

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## ABSTRACT

School principals play an important role in the socialization process of students from where they learn to regulate their own conduct, respect others, manage their time responsibly and thus become responsible citizens. However, the situation is different in Matungulu Sub-county with rising cases of students' indiscipline. Thus, the purpose of this study was to assess the influence of principals' management practices on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County, Kenya. The study was guided by the open systems theory and assertive discipline theory. The study applied mixed methodology and thus adopted concurrent triangulation design. The study targeted 44 principals, 44 senior teachers and 620 student leaders from which 22 principals, 22 senior teachers and 243 student leaders were sampled. Student questionnaires and principals and senior teachers interview guides were used to collect data, whereas magnitude and frequency of indiscipline incidences were collated through document analysis. Content and construct validity of research instruments were ascertained through scrutiny by two university supervisors. Reliability of the instruments was determined using test re-test technique. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression analysis with the aid of Statistical Packages for Social Science (SPSS 23). The study established that levels of indiscipline among students in public secondary schools were very high. In one of the schools, there were 22 incidences of students unrests/class boycotts in a span of two years. Most of unrests were linked to school food, rules and regulations, school routine and lack of dialogue. In most of the schools students were not involved in setting school routine, food menu and school rules. Additionally, most principals communicated by delivering harangues during morning assemblies and hardly initiated the recommended two way communication through open barazas. All the formulated null hypotheses were rejected signifying that all the independent variables had a significance influence on the students' discipline. The study concluded that most public secondary schools in Matungulu Sub-county were yet to embrace participatory leadership. The study findings may form basis for enhanced involvement of students in school management. The study recommends that principals should involve students more in decision-making, motivate and empower peer counselors and manifest behavior patterns which help them reinforce a desirable behavior among students.

**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>KEMI</b>	Kenya Education Management Institute
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>KSSHA</b>	Kenya Secondary School Heads' Association
<b>KSSSC</b>	Kenya Secondary Schools Student Council
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>RSA</b>	Republic of South Africa
<b>SASA</b>	South African Schools Act
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UK</b>	United Kingdom
<b>USA</b>	United States of America

## OPERATIONAL DEFINITION OF TERMS

- Forms of Communication:** refers to different types of communication in which school information is relayed to school staff and students. This can be in assembly announcements, barazas, class teachers, student leaders and use of memos.
- Involvement of Student Leadership:** refers to a situation whereby schools involve students collectively to manage discipline within public secondary schools.
- Mentorship Programmes:** are kinds of programmes designed as a learning process where the students under mentorship (mentees) acquire skills and values through conversations with more experienced mentors who share knowledge and skills.
- Motivation of Peer Counselors:** refers to the ability of secondary school principals to adopt strategies to encourage peer counselors to effectively provide guidance and counseling services to students.
- Principals' Management Practices:** refers to activities which principals engage in to ensure that students carry themselves in a manner prescribed in the school rules and regulations and in the society at large.

These include; involvement of student leaders, motivation of peer counselors, use of mentorship programmes and forms of communication.

**Students' Discipline:**

refers to the way students in public behave and carry themselves in relation to set school rules and regulations.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

In this chapter, the study covers the background to the study, the statement of the problem, the purpose of the study, the objectives, research questions and the significance of the study. Further, the study delineates the scope, delimitations, limitations, assumptions of the study. The chapter culminates with an explanation of theoretical and conceptual framework.

#### **1.2 Background to the Study**

Cases of indiscipline and measures to contain it have been an ongoing debate worldwide for many years. Tozer (2015) posit that the issue of learner indiscipline has been a serious and pervasive and most often affect the student learning negatively. This problem manifests itself in cases of arson, vandalism, drugs and alcohol abuse, truancy, disobedience, theft, riots and others (Marais & Meier, 2015). School principals form a very important component of secondary school management and influences the extent to which students manifest desirable behavior patterns. In keeping with this assertion, Leithwood and Jantzi (2015) assert that a large part of any secondary school principal's job is to handle student behavior by adopting a multiplicity of measures and strategies. The authors assert that disciplinary management measures refer to a set of strategies and practices adopted by school principals to mitigate the impact of indiscipline among students.

These measures include, but not limited to, guidance and counseling, motivation of peer counselors, communication, use of mentorship programmes, parental involvement, ensuring stricter adherence to rules and regulations and above all,

manifesting behavior patterns which students can emulate. In India, for example, Kabandize (2016) posits that principal is the tutelar head of a school whose behavior is expected to shape how every staff and student ought to conduct themselves within and outside the school microsystem. However, the extent to which such disciplinary measures impact the behavior of students in a secondary school setting remains fully unexplored.

Students' behavior refers to how students carry themselves against a set of laid down rules and regulations. Myrick (2017) avers that disciplinary problems are described as unacceptable attitudes or behaviours that run contrary to the laid down rules and regulations of the school which may be satisfying to the students at that point in time. In Sweden, Durrant (2017) asserts that students' indiscipline manifests itself in theft, delinquency, murder, assault, truancy and others. In Australia, the situation is not different as Brister (2016) asserts that behaviour discipline problems in schools is on the increase. In summary, these viewpoints point to the fact that indiscipline among students in secondary school setting has been a subject of debate in many forums and disciplinary measures adopted by school principals in resolving them are critical.

In many countries in Sub-Saharan Africa, levels of students' indiscipline are very high (Bosire, Sang, Kiumi & Mungai, 2014). For example, in Nigeria, Borders and Drury (2017) report that there were reported cases where 13 schools in Nigeria were burnt by students. In KwaZulu Natal Province in South Africa, Cicognani (2017) notes that cases of indiscipline amongst students in high school have skyrocketed to unprecedented proportions.



According to MOE (2001), Kenya experienced some of worst wave of students' unrests in late 1990s and at the beginning of 21<sup>st</sup> century that was characterized by wanton destruction of property and loss of life. These unrests were attributed to work overload, neglect by teachers and parents, use of drugs and autocratic leadership in schools. In reaction, teachers applied very punitive measures such as caning resulting to pupils loss of life and irreparable psychological damage. The government intervened by banning the use of corporal punishment through the legal notice 56/2001 (Republic of Kenya, 2001a) and instead teachers were directed to use other corrective measures such as guidance and counselling and more students involvement in school management. The ban of corporal punishment was in line with United Nations Human Rights Universal Declaration (1948). The ban was further affirmed by Children's Act (2001), Kenya Constitution (2010) and Kenya Education Act 2013, in which the rights of students or any other person against any form of torture and persecution are emphasized (Republic of Kenya, 2001b, 2010, 2013).

Kosgei, Sirmah and Tuei (2017) observe that calls for involvement of students in school management structure culminated in formation of Kenya secondary schools student council (KSSSC) in 2009. As contained in the Kenya Basic Education Act, 2013, article 56(g), a student representative is mandated to consult and attend Board of Management (BOM) meeting as an ex officio member. Despite these laudable measures, a surge of recurrent students' unrest has been witnessed often with very disastrous results such burning of dormitories and administration blocks. This begs the questions; are the schools implementing the government policies on discipline and inclusion of students in management structure or that the policies have just

remained a rhetoric chimera? Apart from use of guidance and counselling by teachers to maintain students discipline, do the school principals use other viable methods such as students' peer counselling, mentorship, and adoption of open door policy in which students can air their views to the principal without fear of reprisals or victimization?

In Matungulu Sub-county, cases of students' indiscipline have become a commonplace in secondary schools. A report by Ministry of Education (2015) shows that public secondary schools in Matungulu Sub-county have witnessed 19.7% increase in cases of indiscipline amongst students. To support this, Nyang'au (2016) carried out a study in Matungulu Sub-county which also revealed that, in public secondary schools have been on the rise up to 47.3%. Nyang'au (2016) revealed that Matungulu Sub-county has witnessed 37.1% cases of drug and substance abuse amongst students, 54.2% instances of teenage pregnancy, 48.7% cases of bullying and violence amongst students and 59.6% cases of students' strikes in secondary schools. This points to an increasing trend of students' indiscipline. Despite these statistics, few empirical studies have exhaustively interrogated the extent to which management practices adopted by school principals influence students' behaviour in public secondary schools, hence the need for this study.

### **1.3 Statement of the Problem**

School principals execute a cardinal role in the socialization process of students. In so doing, students benefit by learning to respect themselves and others, to regulate their own conduct, improve in time management, accommodate and appreciate diversity, and above all become worthy responsible citizens. According to Machakos

County schools census report 2017 (MOE, 2017), Matungulu Sub-county's public secondary schools had an upsurge of students' indiscipline. Most of the schools were experiencing frequent strikes which often resulted in burning of school buildings, vandalism of school property. In addition, bullying of students, use of drugs and alcohol, class boycotts and theft was rampant. This observation corroborated (Nyang'au 2016) finding that public secondary schools in Matungulu Sub-county had witnessed 19.7% increase in indiscipline cases. Unfortunately, efforts to mitigate these challenges have not yielded much remarkable progress. A number of studies have investigated the various principals' management practices and students' discipline (Ambayo & Ngumi, 2013; Katua, 2019; Kindiki, 2009). However, these studies relied mainly on teachers and students perceptions and thus neither quantified the variables nor established the link between the level of principals application of specific management practices and the level of indiscipline among students through robust statistics. To this end, there was a need to establish the influence of principals' management practices such as involvement of students in management and use peer counsellors on the students' discipline with a view of curb the surging cases of indiscipline.

#### **1.4 Purpose of the Study**

The purpose of the study was to assess the influence of principals' management practices on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County, Kenya.

#### **1.5 Objectives of the Study**

The study was guided by the following objectives;

- (i) To determine the influence of principals' involvement of student leadership on students' discipline in public secondary schools in Matungulu Sub-county;
- (ii) To examine the influence of principals' motivation of peer counselors on students' discipline in public secondary schools in Matungulu Sub-county;
- (iii) To establish the influence of principals' use of mentorship programmes on students' discipline in public secondary schools in Matungulu Sub-county;
- (iv) To assess the influence of principals' channels of communication on students' discipline in public secondary schools in Matungulu Sub-county.

### **1.6 Research Hypotheses**

According to Kothari (2005), hypothesis is an effort by the researcher to explain an observable fact or occurrence of interest and be of various forms guided on the questions being asked and the type of study being conducted. In this study, null hypotheses tested were;

**H<sub>01</sub>:** There is no statistically significant influence of principals' involvement of student leadership on students' discipline in public secondary schools in Matungulu Sub-county;

**H<sub>02</sub>:** There is no statistically significant influence of principals' motivation of peer counselors on students' discipline in public secondary schools in Matungulu Sub-county;

**H<sub>03</sub>:** There is no statistically significant influence of principals' use of mentorship programmes on students' discipline in public secondary schools in Matungulu Sub-county;

**H<sub>04</sub>:** There is no statistically significant influence of principals' channels of communication on students' discipline in public secondary schools in Matungulu Sub-county.

### **1.7 Significance of the Study**

According to Kothari (2005), justification of a study is the reason or rationale for which a study is undertaken whereas significance of a study is the importance of carrying out the study and benefits different stakeholders may derive from the conclusions of the study.

Principals, school Board of Management, teachers and parents may benefit from the study in that they acquire new information on alternative disciplinary methods to be used on students' discipline in schools. The study may be significant on the practical, methodological and theoretical value of the concept of alternative disciplinary methods and could provide an insight on the best practices and choice of appropriate alternative disciplinary methods to be used on students' discipline in schools. The study findings may form basis for enhanced involvement of students in governance by principals through open channels of communication and formulate participative governance strategies.

The findings of the study are likely to be used by principals in Matungulu Sub-county in enhancement of participatory practices, Boards of Management on the aspect of involving students in all their meetings and deliberations to enhance discipline amongst students, principals of secondary schools to understand the importance of the four variables discussed in the study and maintenance of discipline in the schools. The study may be beneficial to Kenya Education Management

Institute (KEMI) in that it may inform their management training programmes for principals, deputy principals and heads of department in designing curriculum and training. The study may be beneficial to County Director of Education's office in their routine checks on discipline matters. Similarly, the findings could be useful to officials of Kenya Secondary School Heads' Associations on areas of emphasis in presentations on discipline management. The policy makers may benefit from the study in coming up with a new policy on use of alternative disciplinary practices. The study findings may add to the existing knowledge on effects of alternative disciplinary methods on students' discipline in schools. The study may also form a basis for other researchers who may carry out further research.

### **1.8 Scope of the Study**

The scope of the study is the geographical area within which the study would be operating (Marylin & Goes, 2013). This study was carried out in public secondary schools in Matungulu Sub-county only. Mixed methodology was applied which enabled the researcher to adopt concurrent triangulation research design. Questionnaires were used to collect quantitative data from student leaders whereas interviews were used to collect qualitative data from principals and senior teachers.

### **1.9 Delimitations of the Study**

According to Meriam (2014), delimitations of a study are those characteristics that limit the scope and define the boundaries of a study and are under the control of the researcher. Data were only collected from principals, senior teachers and student leaders and thus any other respondent was not considered. The study focused on principals' involvement of student leadership in decision-making, motivation of peer

counselors, use of mentorship programmes and various channels of communication as the main management practices adopted by secondary school principals to influence students' discipline in public secondary schools.

### **1.10 Limitations of the Study**

Meriam (2014) defines study limitations as some features of the study that the researcher knows may undesirably affect the results, but over which the researcher may not have control over, but attempts to provide mitigations. In this study, the results of the study might not be generalized to other public secondary schools since there could be other dynamics which influence students' discipline in public secondary schools other than principals' management practices. To mitigate on this challenge, the study recommended further studies on students' discipline in public secondary schools based on other dynamics other than principals' management practices.

Some of the respondents, especially principals, were unwilling to volunteer factual information on the status of students' discipline in their schools. In this case, the researcher explained to them that the research study aimed at complementing their efforts in improving students' discipline.

The sample could not be representative of all the targeted respondents in Matungulu Sub-county. In this case, the researcher involved as many respondents as desirable to ensure equitable distribution. There is a possibility of socially acceptable responses where respondents seek to portray their schools in positive light. This may mean withholding valuable data from the researcher. However, in mitigation, assurances were made to the respondents that confidentiality would be upheld so that individual

schools and their trends in discipline management would not be easily identifiable from the collected data. In addition, respondents were assured that the data were collected for academic purposes. In cases where participatory management practices were not widely used and where respondents may want to paint a different picture, assurances were made that there would be no reprisals to respondents for honestly expressing their opinions regarding the status of discipline in their schools.

### **1.11 Assumptions of the Study**

Meriam (2014) notes that study assumptions are observations acknowledged to be true, but not actually confirmed. In this study, the researcher assumed that public secondary schools experience cases of students' indiscipline, that there is a multiplicity of principals' management practices which influence students' discipline in public secondary schools and that the respondents would be competent and cooperative to provide credible information.

### **1.12 Theoretical Framework**

Theoretical framework is the configuration that supports a theory of research study and explains why the research problem which is being studied is present (Jones, 2010). This study was based on two theories, that is, the open systems theory by Luhmann (2004) and assertive discipline theory by Canter and Canter (2001).

#### **1.12.1 The Open Systems Theory**

The main proponent of the open systems theory was Luhmann (2004). According to Luhmann (2004), organizations operates like an organism with interdependent parts, where each part executes its own specific function but with interrelated responsibilities. That is all parts of the organization are interdependent but



interconnected. The school as an organization is an open system, which interacts with the environment and is continually adapting and improving. Real systems are in continuous evolution since they are open to, and interact with, their environments, and it is welcome to contingencies for its relevance and survival. A disturbance in one part of the organization affects other parts of the organization hence the whole organization. As an open system, a school receives its input such students from the external diverse environment (Okumbe, 2001).

This implies that learners from the diverse societal environment converge in school with varied goals, hopes, beliefs and attitudes but through interaction with school administration or the principal, teachers, students, support staff and other educational experiences, they become changed individuals. In due course of interaction, behavior moderation is done where the learner is expected to observe the general societal norms in addition to the school rules and regulations. This transforms them to educated citizens capable of contributing towards societal development.

It then follows that, for a school as an organization to be effective, in maintaining the school discipline, the managers must pay attention to both internal and external environments such as policy changes, mode of communication, legislative requirements and other emerging changes that may impact the students' discipline negatively or positively. These may include the ban of corporal punishment in Kenya in 2001, government policy on peer counselling (Republic of Kenya, 2001), the children's Act (Republic of Kenya, 2001) and the basic education Act (Republic of Kenya, 2013). For example, rapid technological changes has transformed ease of communication such that students from far flung schools can plan a boycott of

examinations and some other mischief without the knowledge of teachers. However, principals may also get information of an impending planned students' unrests before hand from some parents or cooperating students. In so doing, some can apply some measures such as sending the students to collect some unpaid school levies and thus averting a collective move by the students.

The open systems theory was found relevant in this study in that the school being an organization with an open system, principals can apply various strategies to manage students discipline as part of continuous evolution that is essential for the system survival. These strategies or management practices include: students involvement in management, students' mentorship, student peer counselling and use of effective student/teachers/management communication channels. Hence, the organization (school) will influence and also get influenced by the environment in which it operates. This depended on the nature and students' discipline produced as a result of use of principals' management practices used in schools, hence the suitability of the theory.

### **1.12.2 Assertive Discipline Theory**

The current study was also anchored on the Assertive Discipline Model as advocated by Canter and Canter (2001). This theory addresses significant issues with regard to management of students' discipline and which impacts students' educational attainment. According to Assertive Discipline Model theory, the teachers should design a discipline plan and formulate 4 to 5 rules with specific consequences by first identifying rules and expectations and presenting them to students, ensuring that they are understood. Additionally, Canter and Canter (2001) opine that, the parent

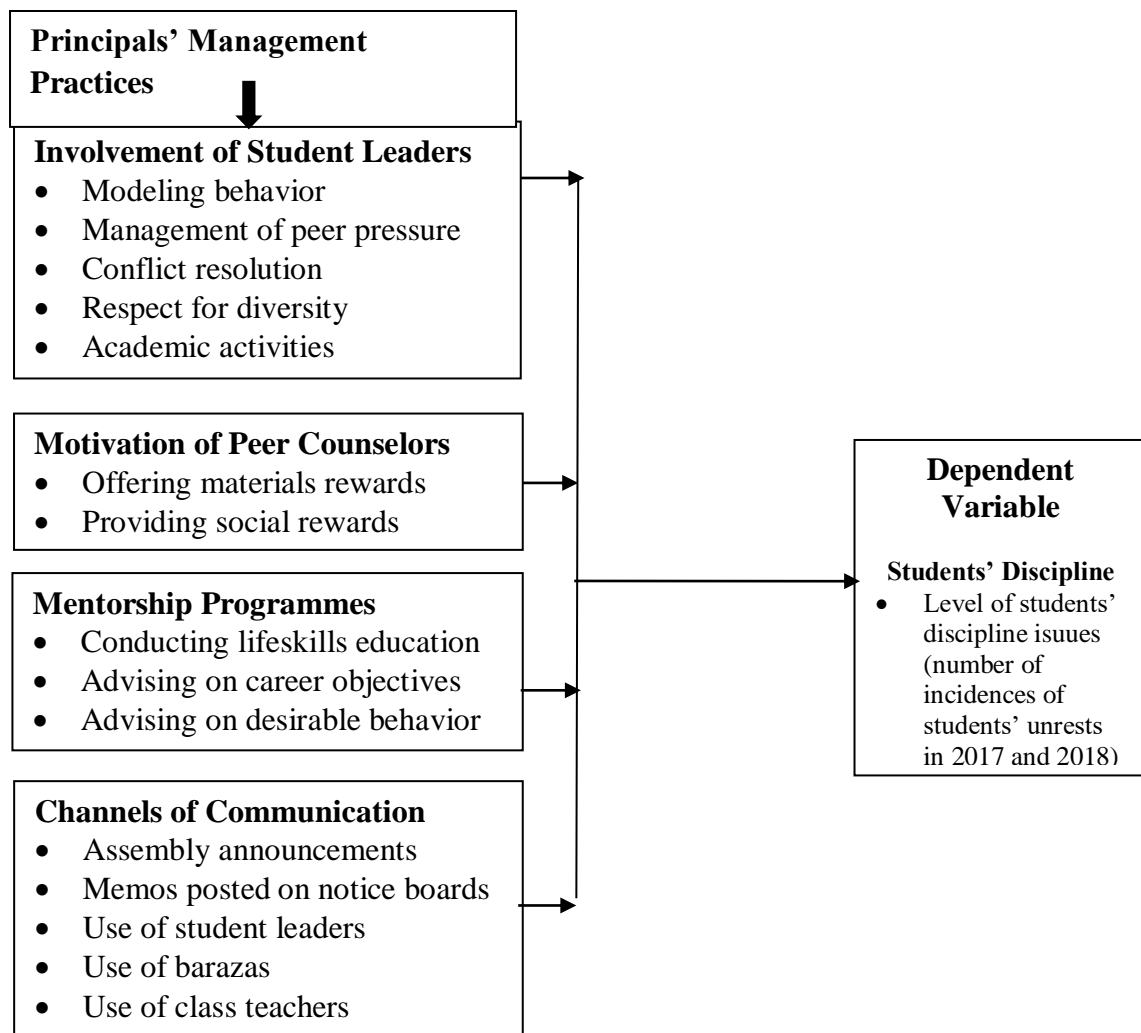
should reinforce the rules by use of positive repetition instead of punishing the negative ones. Further, Assertive Discipline Theory recommends a five-step discipline hierarchy of intensifying consequences when infraction of rules happens. A student should be given a warning after the first infraction, while the parent should be called after the fourth infraction.

The fifth sanction requires involvement of the school administration. However, according to the theory, the student awareness and input is emphasized. This theory is relevant for the current study since school as an organization is governed by rules and regulations or ethos which must be observed by all students. However, in order to secure compliance by majority of students, principals should endeavour to involve students in formulation of both rules and consequences. It is however, envisaged that through peer counseling, student mentorship and practice of open door policy, principals and teachers can influence the extent to which students manifest desirable behavior patterns.

### **1.13 The Conceptual Framework**

Creswell (2014) defines a conceptual framework as an imagined model recognizing the concept under study and their connections. The conceptual framework is based on principals' management practices reflected through involvement of student leaders, motivation of peer counselors, use of mentorship programmes and channels of communication which constituted independent variables whereas students' discipline constituted the dependent variable. Government policy and school rules constituted the intervening variables as shown in Figure 1.1.

### Independent variables



**Figure 1.1: The Conceptual Framework showing the relationship between independent and dependent variables**

Figure 1.1 indicates the relationship that exists between the independent and dependent variable with the principals' management styles being the independent variable. The underlying assumption is that the independent variables whose focus is on principals' management practices are likely to influence the status of students' discipline positively or negatively. Where principals employ more participative practices, it is anticipated that students would be more understanding and behave in a mature manner, devoid of negative actions. Engagement of students in governance of

their school is likely to enhance their student governance competencies. An orderly school channel of communication is enhanced and safeguarded for all students, teachers and parents. The practices have the capacity to enhance cohesion and tranquility in schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter highlights the literature of the previous studies covered related to the researcher's area of study. It has been organized according to the objectives under study. The subsections are; the concept of students' discipline in public secondary schools, the concept of principals' management practices, the influence of principals' involvement of student leadership, motivation of peer counselors, use of mentorship programmes and channels of communication on students' discipline in public secondary schools. The chapter closes with summary of literature review and information gaps.

#### **2.2 Concept of Students' Discipline in Public Secondary Schools**

Discipline refers to educating someone to acquire desired behaviour for both remediation and prevention purposes (Cotton, 2016). School discipline is a system of reacting to the existing circumstances to the regulation of students and the maintenance of order in school. This is based on Glaser's theory which postulates that discipline is component of restraint and tries to conform to specific behaviours, traditions and ethical behaviours. Stewart (2016) posit that most of the studies carried out in the America reveals that students' discipline is confined to possession and misuse of guns, racism and its components drugs abuse and rampant killing of fellow students and teachers.

In Europe, particularly Britain, the common factor of exclusion from school is about school based issues that are inclusive of bullying and substance abuse (Cotton,

2016). Discipline in schools is based on school learning theory which emphasis on prevention of violence and promoting order. This is about firm discipline and reduction of maladaptive behaviours.

In order to achieve school objectives successfully in an educational organization, learners must adhere to the set standards or codes of behavior (Okumbe, 2001). Thus, educational goals can fail due to a serious learners misconduct such as students' unrest (Gaustad, 2015). Discipline is therefore, a prerequisite to effective teaching and learning in schools and should purposely aim at controlling students' actions and behaviour. The management of school discipline is however, requires a concerted effort between the teachers, principals and parents.

Bosire et al. (2014) aver that school heads have an obligation to promote a democratic environment in schools geared to enhance parents and teachers' capacity of steering the behaviour of students in the desired direction. In support of this view, Sheldon and Epstein (2016) maintains that collaboration between schools and parents has a great positive impact on children behaviour. The use of alternative discipline can be bring about meaningful learning among students when all the stakeholders who include teachers, parents, MOE officials, TSC and the students themselves combine synergy and commit themselves in realization of the set organization goals. Kivulu and Wandai (2016) explicate that there exists two approaches to discipline which include methods that are devoid of any physical pain often refered as preventive and punitive approach where physical pain is applied for deterrent purposes.

Stewart (2016) asserts that at long run, preventive discipline has more advantages than the punitive one since it aims at establishing values, norms and beliefs that are cherished and defended by all members of a particular group. The established standards of behavior are anchored on self-determination, intrinsic control, self-regulation and commitment to ethics and morals. Conversely, the punitive approach is mainly characterized by extrinsic control, rules, policing, and inspection, all geared to punish, demoralize and deter further deviation from the norm.

### **2.3 Concept of Principals' Management Practices**

These refer to a set of strategies and approaches adopted by secondary school principals to leverage the effects of students' indiscipline. Preventive disciplinary practices consist of counselling and principals' collaborative decision-making through open two way deliberation with students and teachers. On the other hand, corrective alternative disciplinary practices consist of suspension of indisciplined students and students' adherence to rules and regulations. Sheldon and Epstein (2016) posit that an active partnership between schools and parents has a great potential of achieving positive behavior among students. In a study carried out in the United States, Copland (2016) revealed that the schools that had reached maturity in their reform process of participatory governance are the ones whom the principal had ceded authoritarian power control allowing others to play key roles.

According to Copland (2016), the areas that successful principals had surrendered include meals, dress code, duties and classroom control. While the principal still retains the final decision-making veto, students are encouraged to voice their opinions. It guides the meaning of the school ideals and provides a paradigm shift to



a more self-facilitated and sustained discipline approach. Students have freedom and responsibility accompanied by the necessary tool needed in decision making, and evaluation of existing and foreseeable problems. In the same token, Blum (2015), in his study on participatory leadership, postulates that involvement enhances managerial skills and personal development and those students in those positions face challenges. Student leaders without training become disaster to themselves.

Participatory leadership focuses on the people to influence decision making in policy formulation, design, operation, the monetary process and evaluation (Astin, 2015). In keeping with these assertions, a study carried out in Zimbabwe by Ncube (2015) established that students who were involved in leadership influenced the level of students' discipline.

The study revealed that involvement of students and accommodation of varying ideas, convergences enhanced discipline. In Kenya, Gatobu (2017) avers that student leaders without proper guidance and training can lose track, lose their focus and get frustrated. The student leader to be respected must be above the rest in terms in academic performance, personal abilities, and charismatic. There are clear systems that some schools use decorative, manipulative, consulted teacher initiated/ shared participative decision making (Okumbe, 2018). The use of power is replaced by open communication on the basis of equality and fairness (Gatobu, 2017).

Although secondary school principals play a very important role in the management of school discipline in all learning institutions in Kenya, Odundo (2015) observes that schools are expanding especially in developing countries and teachers are becoming more qualified professionally. The responsibility to implement school

discipline policies in learning institutions is vested on principals and this justifies the critical role played by the principals in management of school discipline. Kiprop (2015) underscores the importance of the role played by principals in fostering positive discipline by influencing teachers and students to follow the established moral standards.

Bosire et al. (2014), however, emphasize the need for principals to embrace democratic managerial practices so as to heighten the possibility of parents and teachers' to play their role of shaping the behaviour of students in the positive direction. Bosire et al. (2014) assert school discipline management is a corporate responsibility between the parents, teachers and principals. This view is consistent with the assertions of Kiprop (2015) who notes that students' behaviour management requires a concerted effort of the teachers, parents and school principals as the crucial players in effective management of school discipline. This implies that the principal is a very crucial figure in the management of school discipline and appropriate efforts should be made to bring on-board all the other stakeholders and ensure that they are properly equipped with relevant information pertaining the use of alternative disciplinary methods on students' discipline in schools. This could, however, be achieved by ensuring that principals possess basic qualifications for appointment as school heads.

According to Kiprop (2015), administrators require technical skills, human skills and conceptual skills to perform their duties effectively and efficiently. Kiprop (2015) adds that training provides knowledge, skills and attitudes necessary for effective performance of one's roles and responsibilities to accomplish tasks. This indicates

that most educators have not received formal training with regard to discipline strategies and their applications. In other words, the training that is provided at colleges and universities is inadequate and could not enable teachers meet their needs in the classroom situation.

#### **2.4 Principals' Involvement of Student Leadership in School Management and Students' Discipline**

Students' discipline in schools is a product of various dynamics found within school and home microsystems. However, the role of student leadership as a panacea to increasing cases of students' indiscipline is yet to be fully explored. In keeping with these assertions, various stakeholders in secondary school education have even higher expectations from principals, tasking them to achieve higher performance standards and academic results. In this therefore, important to re-assess the principals' practices in school management and identify the leadership practices, actions and behaviours that influence the school set objectives and maintaining the students discipline. In such re-orientation, specific areas of school management require adjustment such as those that recognise students as important stakeholders in decision making process (Brauckmann & Pashiardis, 2016).

In the United Kingdom, David (2016) noted that when students are democratically engaged as partners in every facet of institutional development a meaningful student involvement is realized. Further, the elected students' representatives should take the centre stage in school governance. In other words, the student leadership is a representative body of students elected by their peers to give voice to the opinions and desires of the students in governance matters such as policy formulation, time

tabling, teacher supervisions, subject selection, infrastructural planning and peer mentoring. Through this, secondary schools are in a position to stress for adherence to rules and regulations, reduced cases of indiscipline, few strikes, reduced violence and fights amongst students, improved completion and retention rates.

Hoy and Miskel (2016) observes that in countries such as United States, Canada, Australia and the Philippines, most public and private school use various titles for students representatives which include but not limited to student government, associated student body, student activity leadership, and student leadership association. In most of Commonwealth schools, student governance representatives are mostly students in their senior grade who have been granted great mandate and power to enable them run and control daily business in the school (Hoy & Miskel, 2016). In support of students leadership involvement, a study carried out in Austria by Kythreotis, Pashiardis and Kyriakides (2016) indicated that involvement of students in school management improves students' discipline and enhances behavior change.

Kythreotis et al. (2016) further state that involvement of students' leadership in school management assists them in being active and responsible participants of the whole learning process, from planning, resource mobilization, execution, evaluation and appraisal of the learning program, facilities and policies. However, where a case is beyond their context, the school management opts to restrict them. The roles of the student leadership include promotion of school ethos, role modelling, enforcement of school rules and regulations, and conducting student leadership meeting when the need arises.

Macky and Johnson (2015), while researching on students' views about children's rights in New Zealand, reported that where student leaderships were involved in school management, students were more likely to be involved in a range of discipline management issues, given a greater sense of school ownership as well as enhancing problem solving abilities and improving behaviour. Most countries in Sub-Saharan Africa are not an exception and secondary schools have regularly experienced violent student disturbances (World Bank, 2016). Drawing their evidence from the happenings in Nigeria schools, Alani, Isichei, Oni and Adetoro (2016) contend that schools where students were never consulted or not included whenever critical decisions concerning students' discipline were being made, resorted to violence to vent their disagreements and frustrations. Alani et al. (2016) found out that the students' leadership made it possible for the discussion of the problems before they escalate.

Through South African Schools Act (SASA), No. 84 of 1996 (Republic of South Africa, 2016), South Africa introduced a decentralized and democratic school management system. According to SASA, support staff, parents, teachers, learners and principals in secondary schools may be elected to School Governing Bodies (SGBs). The SGBs overarching goal being the democratic transformation of schools in order to provide quality education (Shumane, 2016). Harper (2016) observes that in Tanzania, the role of student leaderships in governance of schools is well entrenched with a provision of other students participation in formulating school rules and regulations. Harper (2016) argues that students can become accountable in their responsibilities by practicing direct democracy, and learning by from mistakes.

In line with the global practice, the government of Kenya introduced the children governance system in 2008 to facilitate an enabling process that will equip the children with skills, knowledge and attitudes that instil positive attributes such as respect for the rule of law, honesty, hard work, accountability and innovativeness (Kosgei et al., 2017). In order to deliver quality education, there has been a shift in schools towards devolving decision-making powers. This is due to the fact that people close to teaching and learning have the first-hand information and hence best placed to make key decisions (Koffi, 2017). These initiatives included adoption of student leadership policy which implies involvement of students in school decision-making process on matters discipline, academic and managerial in nature. A study conducted in Kakamega East District, Abwere (2016) revealed that, in some schools, student leaderships are so efficient and effective that shortage of teachers is never a major issue..

These viewpoints affirm the fact that the cardinal aim of learner engagement is the inter-student relationships and communication that promotes students meaningful voice in the school community. It was hoped that the government would create interactive forums where school administrators and students would deliberate on disciplinary issues and strike an understanding before they degenerated into full-blown school chaos. In line with these assertions, Muthamia (2017) holds that, an element of structure and organization is necessary within the student body in order to foster inter-student discussion and develop a sense of community. However, the student leadership has an obligation of keeping the students well informed. Therefore, purposeful and meaningful student engagement is an important an important strategy that all principals should adopt to deal with students discipline.

A study by Obondo (2015) established that in Nakuru County, student leaders were hardly involved in the governance of schools. This implies that rules and regulations, the school routine, the food diet, and recreation activities are all imposed on students. Yet, according to Republic of Kenya (2016), students involvement in school management was identified as an essential mitigant to increased number of students' violence against each other, teachers, destruction of property and general discontent.

Kosgei et al. (2017) conducted a study to evaluate the level of students' involvement in decision making and organizational effectiveness of secondary schools in Chepalungu sub-county, Bomet. Using a descriptive survey research design, the study gathered information from the school principals and student leaders. The study found that school organizational effectiveness had improved as a result of involvement of student council in decision making. It was also observed that there was a need to expand participation of students' council in decision making to include curriculum and administrative issues. However, Kosgei et al. (2017) did not investigate the influence of students' involvement in decision making on students' discipline.

Mati, Gatumu and Chandi (2016) investigated the influence of students' involvement in decision making on their academic performance in Embu West Sub-County. The study focus was the extent to which students are involved in formulation of school rules and disciplinary measures for school rule-violators. It was found that students' were hardly involved in setting school rules and regulations and felt that some were unnecessarily punitive. The study concluded that to improve a sense of ownership a

higher inclination to abide by the set rules, students' involvement was crucial. However, Mati et al. (2016) study neither did a comprehensive assessment of discipline issues nor conducted a robust analysis of student involvement in decision making without which the effect or influence aspect could not be established. The current study embarked on use of robust inferential statistics to establish the influence of principals' managerial practices on students discipline.

Nandeke (2017) study focused on student council participation in the management of discipline in public secondary schools in Teso North Subcounty. The study found that the principals involved the student council in periodical review of rules and regulations resulting to a positive influence on students discipline. However, due inconsistency and lack of fairness in administering punishment, many students took it negatively. In a similar study, Ong'injo (2014) examined the influence of students' participation in school management on academic performance in public secondary schools in Kadibo Division, Kisumu County. Among other things, the study revealed that students' involvement in discipline management greatly influenced students' academic performance. However, just like studies conducted by Mati et al. (2016) and Nandeke (2017), the level of involvement, the magnitude of indiscipline, and academic performance were not quantified and thus the findings and conclusions relied heavily on respondents' perceptions. Furthermore, document analysis was not employed in data collection in order to establish the actual recorded indiscipline issues in the schools and thus, missing vital secondary data.

In Matungulu Sub-county, increasingly the role of management and governance is recognized as important for providing an environment where positive students'



discipline is maintained and checked. School policies are far more likely to be successful where they are clearly understood and accepted by all partners within the school community (Republic of Kenya, 2016). However, much is yet to be done to demonstrate how effective governance of students' discipline depends on involvement of student leadership in secondary school management, hence the study.

### **2.5 Principals' Motivation of Peer Counselors and Students' Discipline**

Peer counseling normally involves members of a given group effecting change on other members of the group (Ambayo & Ngumi, 2015). By attempting to modify a person's knowledge, it addresses change both at the individual level such as behavior, beliefs, or attitudes. At the group or societal level, peer counselling modify norms and stimulate collective action leading to changes in policies and programmes (Borders & Drury, 2017). Kamore and Tiego (2015) posit that student peer counselling has become a necessity in most learning institutions owing to the various challenges facing students. Additionally, student peer counsellors are partially filling the existing gaps left as teacher counsellors get overwhelmed by heavy workload, large number of students, and lack of capacity to handle the emerging problems of techno savvy youth. Unfortunately, despite the importance of voluntary services rendered by student peer counsellors, they are rarely motivated or recognized (Duckworth, 2015).

Duckworth (2015) advances that motivation affects the vigour in which peer counselors attend to some specific issues impeding students' learning. According to Carnie (2015), there are two types of rewards namely social and material rewards. Social rewards include compliments, hugs, congratulations, kudos and smiles while

material rewards include outings, treats, toys, cash rewards and privileges. In order to sustain continuous voluntary services from student peer counselors, principals and teachers should oftenly offer material and social rewards to peer counsellors (Kamore et al., 2015).

Borders and Drury (2017) aver that student peer counselling in secondary schools encounter various setbacks such as low peer counselor to student ratio, lack of identity and recognition by school administration and settings, there are problems non-professionalization of peer counselors. In agreement with this, Lapan, Gysbers and Petroski (2017) laments the lack of professional preparations and motivation to peer counsellors as witnessed in some secondary schools. Awan and Noureen (2017) regard motivation as an internal self drive that directs, stimulates, and controls behavior. Further, they opine that there exists a certain relationship between motivation of peer counselors and a reduction of students' indiscipline in secondary schools. Gonzalez-DeHass, Willems and Doan Holbein (2016) study conducted in China and involved 243 established that students who have high achievers are most likely to be good models as peer counsellors.

Okonkwo (2015) observes that motivation of peer counselors plays a crucial role in modification of learners behavior in many countries in Sub-Saharan Africa. In South Africa, Duckworth (2015) proposes that principals can enhance positive behavior among students by dealing with not more than one or two simple academic behaviors at a time. Once the positive behavior has been inculcated, another behavior should be acted upon until a good mastery by the student has been achieved before moving on to tasks which are more challenging. Duckworth (2015) further opine that since peer

counsellors may be provided with several rewards in a week, principals ought to source for quality but affordable material rewards. In a study carried out in Tanzania, Galvin (2016) further argues that since some desirable behaviors such as empathy, seeking pardon for own mistakes, sharing, and appreciation are not part of a student's natural repertoire, the behavior must be taught through modeling by peer counsellors, teacher counsellors and principals. Such a move recognizes the fact that it is rather difficult to inculcate a new behavior than to stop undesired behaviours.

Kamore and Tiego (2015) examined the factors hindering the efficiency of peer counselling program in high schools in Kenya with specific focus on Meru South District, Meru County. The study proposed and probed four pillars of effective peer counselling program namely, selection, training, supervision and evaluation. The study found that although most of the secondary schools in Meru South Sub County had established peer counselling program, they had no formal criteria for selection. In addition, there was no mentoring and supervision of peer counsellors., the training provided was erratic, and evaluation of peer counselling programs was hardly done. Further, peer counsellors lacked self-efficacy, were often criticized by their colleagues, and lacked role identity. Thus, it was evident that the student peer counsellors had low morale and in such peer counselling cannot be effective in curbing indiscipline among students. However, the study did not investigate the link between the level of peer counselors motivation and the level of students' discipline which is the focus of the current study.

A paper by Arudo (2008) delineates the experience of peer counsellors as they offer their services in some selected kenyan secondary schools. Schools require trained

student counselors to compliment the GC teacher working with them. Arudo (2008) concluded that peer counsellors have the advantage of being able to informally interact with their colleagues in the hostels, during games, class, during games, and in other places. This is possible because they are age mates, they have many things in common, trust each other and they have their own language code and thus, easier to solve their problems before reaching unmanageable level. In regard to selection of student peer counsellors, the candidate's selection criterion such that each class was to have two counselors; ought to be sociable, they must not be a prefects, with average or above average academic performance, well disciplined, be active in one of co-curricula activities and above all be good speakers and listeners.

Osodo, Mito, Raburu and Aloka (2016) investigated the role of peer counselors in the promotion of student discipline in Ugunja Sub-County, Kenya. Their study was occasioned by serious upsurge of students unrests in Siaya County albeit the fact that guidance and counseling services were in existence for long. Osodo et al. (2016) hypothesized that the surge in unrest could have happened due to lack of alternative and effective strategies of containing student discipline apart from guidance and counseling. The study established that peer counseling was one of the most potent ways of enhancing discipline among students and recommended that principals should recognize their significant role by motivating them. However, apart from establishing the roles of peer counsellors, the study did not assess the extent to which principals' accorded their support and motivation. Moreover, the study failed to statistically link the level of peer counseling services and students' discipline in Ugunja Sub-County. The current study endeavours to establish the missing link which can inform principals and other stakeholders of the effort and resources

needed to revamp student peer counseling in public secondary schools in Matungulu Sub County.

In a similar study, Chireshe (2013) found that peer counseling broadens the approach to tackling problems and difficulties experienced by the students amicably without violence. Further, peer counselors have a noble role of bridging the gap between professionals and the diverse student body. Peer counselors were also found to promote discipline by encouraging fellow students to more committed in academics thereby improving their classroom behavior.

Ambayo and Ngumi (2013) examined how peer counseling influenced the behaviour change of secondary school students in Nakuru Municipality. Among other findings, the study found that peer counsellor lacked training and resources to enable them perform their work effectively. The study also found that peer counselling had a significant relationship with students' academic behavior,  $r(130) = 0.211, p < 0.05$ . However, there was no significant relationship between peer counselling and students' social behavior,  $r(130) = 0.072, p > 0.05$ . Further the study found insignificant relationship between peer counselling and students' emotional behavior,  $r(130) = 0.077, p > 0.05$ . The study recommended that schools should plan and fund the capacity building of peer counselors as well as plan for periodical refresher courses. This would enable principals to tackle the emerging social, psychological and academic issues. The study further recommended that principals should plan for allocation of sufficient funds for teacher counsellors professional development and running of counselling programmes. However, while Ambayo and

Ngumi (2013) study was conducted among secondary schools in Nakuru, the current study was conducted in Matungulu Sub County.

## **2.6 Principals' use of Mentorship Programmes and Students' Discipline**

Pita, Ramirez, Joacin, Prentice and Clarke define mentoring as a learning process where reciprocal, helpful and personal relationships are built focusing on emotional support and achievement. The more experienced mentors share skills and knowledge with the persons under mentorship (mentees) who gradually modify their practices, thinking and values. Thompson (2015) aver that principals and teachers should mentor learners and thereby provide them with emotional resilience to cope with feelings of anger, frustration and hopelessness that could arise from poverty at home, social economic status discrimination and differentials in academic success.

In Germany, Grossman and Tierney (2015) established that mentorship programmes has been of great help in the business sector in which the more experienced superiors guide the novices in business and thus avoid the dangerous identified pitfalls and temptations. In a similar vein Grossman and Tierney argue that educational managers and teachers should mentor and support mentoring programmes in which students right from form one are made aware of the various experiences before them and how best to navigate. In so doing, most of the students are likely to overcome negative influences from their peers, desist from destructive tendencies as a way of fixing their grievances and get focused on their studies. difficulties and has long been a currency for helping people in organisations. In business organizations, people who take voluntary mentoring role, most often report of rewarding educational experience that gives them a great intrinsic satisfaction and achievement

(Grossman & Tierney, 2015). In school context, the senior students and who have been given some mentorship training, are expected to mentor the junior students focusing on diverse needs of learners ranging from spiritual, economic, psychological and educational needs (Slicker & Palmer 2016). Additionally, mentorship should guide learners in premarital sex, abberant sex practices, pornography, study skills, drugs and substance use and self respect.

The foregoing discussion and findings point to the fact that mentoring entails flow of values from mentor to mentee with mutual benefits and understanding. Herrera, Sipe, McClanahan, Arbretton and Pepper (2016) further postulates that it is through a relationship of trust established between the mentee and mentor that the imparting of knowledge can be accomplished. However, Herrera et al. (2016) cautions that at no point should the mentor has the authority over the mentee, albeit the fact that mentoring may involve coaching, teaching and counseling. In other words, a mentor will allow some autonomy for the mentee as they guide them to excel in professional and academic goals. In Austria, Lewis and Sugai (2016) posit that a mentorship programme benefits students in various ways. For example, a mentor not only assists in identifying and set career goals but also guides the students on the steps to accomplish these, thereby boosting the students' career prospects.

In many countries in Sub-Saharan Africa, mentorship's programmes are a common occurrence and are served with educational, spiritual, psychosocial and professional goals (Malone, 2015). However, mentorship programmes have not offered much support in confidence building, students school completion, and transitioning to higher education. According to Malone (2015), students are mainly assisted with

issues related to drugs abuse, sexuality, and study skills. In Ghana, Emmanuel, Kwame, Paul and Peter (2015) assert that mentorship programmes in schools are designed to create a mindset geared towards pursuing certain careers and securing employment. However, Emmanuel et al. (2015) emphasizes that mentorship can go further and include development of skills in team work, communication, interpersonal relationship and leadership which are outside the subjects in the common curriculum but essential for career success.

In the Kenyan scene, student mentoring has proved to be of immense help in some schools in regard to social and academic goals. The academic goals comprises of school retention and transition, academic excellence, and participation in co-curricula activities (Pepe, 2016). Social goals consist of acquisition of crucial life skills such as self respect and respect of others, self control. Additionally, and most important students attain self discipline and capacity to resist peer pressure and mob psychology.

Wambua, Kalai and Okoth (2017) sought to determine the focus of student mentoring and establish possible relationships between principals' use of mentoring and students' discipline in secondary schools in Machakos County, Kenya. Using a cross-sectional survey design the study involved 101 principals, 100 teachers and 1433 student leaders. Among other findings, the study found that there was a weak but significant correlation between use of successful alumni, mentoring on ethical living, mentoring on academic excellence, and student discipline. For instance, at 5% level of significance, Wambua et al. (2017) established a weak but significant relationship between mentoring on ethical living and reduced cases of drugs and



substance abuse ( $r = -0.130$ ), strikes and demonstrations ( $-0.136$ ), missing of lessons by students ( $r = -0.107$ ), defiance of authority ( $r = -.083$ ), failure to attend duties ( $r = -.083$ ) and sneaking out of school ( $r = -0.096$ ), as reported by students in a span of three years. However, while Wambua et al. study concentrated on mentorship as a strategy of handling students' discipline, the current study focus on several other strategies including students mentorship. Moreover, Wambua et al. (2017) study erroneous interpretation of correlation as strong instead of weak, adds credence to the current study.

### **2.7 Principals' Channels of Communication and Students' Discipline**

Lazega (2015) reiterates that for effective communication between school administration and learners various channels of should be used. These channels include: school assemblies, suggestion boxes, class meetings, open discussions in a lesser formal settings (commonly referred as baraza in Kenya), notice board, newsletter, emails and other social media channels. Communication can also be categorized into three basic types which include; verbal communication, in which one listens to a person to understand their meaning; written communication, in which one reads their meaning and non-verbal communication, in which one observes a person and infer meaning. According to Arnold (2015), forms of communication such as written should be used when a message that does not require interaction needs to be communicated to an employee or group. In keeping with these assertions, Lazega (2015) conducted a study in the Netherlands which revealed that school policies, letters, memos, manuals, notices and announcements are all messages that work well for effective management of secondary schools.

Lazega (2015) revealed that schools which have effectively adopted these channels and forms of communication have witnessed cases of improved managerial efficiency. In the same vein, Stasser and Stewart (2015) conducted a similar a study in Austria which, equally revealed that use of traditional pen, paper, letters, documents, typed electronic documents, e-mails, text chats, SMS and anything else conveyed through written symbols like language are indispensable for formal school communications and issuing instructions and directives. According to Stasser and Stewart (2015), various forms of informal communications which include; grapevine or informal rumor mill, and formal communications such as lectures, conferences are also adopted by secondary school managers to communicate school decisions.

Weick (2015) explicates that the choice of the right strategy for communication is a function of various factors. One such factor is media richness. Media richness is measured in terms of it's capacity to carry large volumes of data and the extent to which it conveys meaning and reduction of ambiguity. Due to its ability to carry larger loads of information and provision for clarification of any message ambiguity, oral communication is generally considered richer than written communication. Teddlie and Reynolds (2016) posit that principals should make a choice of a communication channel that matches their communication requirements, message content, is appropriate for the targeted audience, and has minimal possibilities of misinterpretations.

Obu (2015) opine that communication influences opinions and perceptions about governments, communities, organizations, society and persons. Communication is key in management of human resource and learning programmes in educational

institutions. Communication is crucial especially with regard to students discipline. Communication also helps in management of teaching and support staff behavior. According to Kamau and Kinyanjui (2015), use of different channels of communication is a viable strategy of managing student discipline particularly when infused with democratic principles. Kamau and Kinyanjui (2015) emphasizes the need for principals to embrace dialogue with students as a way of building mutual trust and positive engagement.

Katua, Mulwa and Mungai (2019) investigated the influence of principals' use of school assemblies as a communication channel on students' discipline in public secondary schools in Kisasi Sub-County. It was established that most of the principals addressed students twice in a week through school assemblies. The most frequent issues handled by principals during the assemblies included general violation of school rules and regulations, absenteeism and lateness to school, dismal performance in examinations, respect for the school students council and teachers. However, while the study was confined to one way communication from the principal, the current study investigated communication through various channels including two way communication channels in which students can pass their grievances or bargain for better services. Additionally, the current study embarked on using empirical data to establish the influence of the principals' use of various channels of communication on students' level of discipline among students in public secondary schools in Matungulu Sub County.

Kindiki (2009) investigated the effectiveness of communication on students discipline in secondary schools in Kenya with a focus on Gilgil division. The study

was occasioned by the rising reports of student indiscipline characterized by wanton destruction of property. The study collated mainly qualitative data through interviews, questionnaires and document analysis. The study established that ineffective channels of communication within the school community resulted to conflicts, chaos, misunderstanding and lack of confidence in school administration. The study recommended a participatory approach to school management, initiation of dialogue, and adoption of open door policy as well as embracing guidance and counselling to deal with indiscipline. However, since Kindiki (2009) was mainly qualitative, it did not statistically establish the relationship and influence of communication and students discipline. The current study embarked on use of robust inferential statistical method to establish possible influence of principals use of various channels of communication on students discipline.

Katua (2019) examined the influence of principals' communication strategies on students' discipline of in public secondary schools in kisasi sub-county, kitui county. Among other findings, the study found that most principals address student discipline issues during morning assemblies which are held twice per week. Half of the sampled schools did not have suggestion boxes and hardly conducted open barazas. The study concluded that lack of appropriate channels for student/teacher and principal communication has led to the rampant students' unrests. However, the study did not use inferential statistics implying that the influence of principals' communication strategies on students' discipline could not be established with certainty.

Onyango, Raburu and Aloka (2016) embarked on identification of alternative corrective measures applied in management of student indiscipline in secondary schools in Bondo Sub County. The study was premised on Assertive Discipline Model as advocated by Canter and Canter (2001) and Thorndike's Behavior Modification Theory. Using mixed methods research approach and concurrent triangulation design, the study gathered data through questionnaires, in-depth interviews and document analysis guides. Among other findings, the study established that alternative corrective measures used by most schools included suspension, manual work, guidance and counseling and temporary withdrawal from class. It was evident that most of the measures were punitive in nature and according to Weick (2015), exclusive use of punitive form of discipline, most often resulted to discontent, students' open defiance and unrest. According to the open systems theory (Luhmann, 2004) and which guides the current study, the school is an open system where principals can apply various strategies to manage students discipline as part of continuous evolution that is essential for the system survival. These strategies or management practices are essentially preventive discipline measures such as students' involvement in management, students' mentorship, student peer counselling and use of effective student/teachers/management communication channels.

## **2.8 Summary of Literature Review and Knowledge Gaps**

In this study, the literature has been reviewed based on the concept of students' discipline, the concept of principals' management practices and the influence of principals' involvement of student leadership, motivation peer counselors, use of mentorship programmes and forms of communication on students' discipline. The literature has revealed that disciplinary practice adopted by secondary school

principals have influenced a reduction of students' strikes and enhanced adherence to school rules and regulations.

On principals' involvement of student leadership in school decision-making, in Matungulu Sub-county, increasingly the role of management and governance is recognized as important for providing an environment where positive students' discipline is maintained and checked. School policies are far more likely to be successful where they are clearly understood and accepted by all partners within the school community (Republic of Kenya, 2016). However, much is yet to be done to demonstrate how effective governance of students' discipline depends on involvement of student leadership in secondary school management.

On use of mentorship programmes, mentorship in secondary schools in Matungulu Sub-county is critical to the attainment of educational goals (Toto, 2016). This is especially true regarding the role played by mentorship in which a more experienced member of the organization, that is, school maintains a relationship with a less experienced, often new member to the school and provides information support and guidance so as to enhance students' behavior in school. However, Toto (2016), just like other reviewed studies, have not articulated the effectiveness of different mentorship programmes on students' discipline in secondary schools.

Whereas there have been many studies investigating the influence of school administration management practices on student discipline in secondary schools in Kenya, majority have tended to focus on students, teachers and head teachers perceptions without conducting document analysis to quantify the level of indiscipline cases (Katua, 2019; Kindiki, 2009; Mati et al., 2019; Nandeke, 2017;

Ong'injo, 2014; Toto, 2016). Furthermore, these studies fell short of using inferential analysis in ascertaining the link between the principals practices or strategies and the level of indiscipline cases and thus could not generalize their findings with certainty. The current study employed mixed methodology to collect both qualitative and quantitative data in which the influence level of principals' management practices on student discipline was established through robust statistical analysis. Additionally while Wambua et al. (2016) established a statistical relationship between principals' use of mentoring and students' discipline in secondary schools in Machakos County, the current study embarked on the influence of principals' use of several other management practices, mentoring being one of them.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the research design adopted for the study, the description of the research site, target population, sample size, sampling techniques, description of data collection instruments and pilot testing procedure. Further, methods of estimating the validity and reliability of instruments have been delineated. Finally, the research procedure, data analysis techniques and legal and ethical considerations have been covered.

#### **3.2 Research Design**

The study adopted concurrent triangulation research design since the researcher aimed at collecting both quantitative and qualitative data concurrently and with almost equal weight. Creswell (2014) explicates that concurrent triangulation design generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data. According to Creswell and Plano Clark (2011), this approach enables one to obtain different but complementary data on the same topic to best understand the research problem. The focus of this study was the influence of principals' management practices on discipline among students in public secondary schools. Thus, there was a need to quantify the extent of principals' management in various students' issues as well as seek principals and senior teachers' opinion on the students' discipline. To achieve this, the student leaders' semi structured questionnaires were used while senior teachers and principals were interviewed.



### **3.3 Research Site**

According to Descombe (2012), a research site is place where the researcher selects in order to follow up the ideas prompted by the research data based on where control problems are acknowledged to be prevalent. The study was carried out in Matungulu Sub-county in Machakos County. The sub-county has an approximate population of 124, 736 persons and covers an area of 577.5 km<sup>2</sup>, that is, a population density of 216 persons per km<sup>2</sup> (KNBS, 2019). According to MoE (2015), public secondary schools in Matungulu Sub-county have witnessed 19.7% increase in cases of indiscipline amongst students. In the same token, Nyang'au (2016) also revealed that, in public secondary schools have been on the rise up to 47.3%. Nyang'au (2016) revealed that Matungulu Sub-county has witnessed 37.1% cases of drug and substance abuse amongst students, 54.2% instances of teenage pregnancy, 48.7% cases of bullying and violence amongst students and 59.6% cases of students' strikes in secondary schools, hence the choice of Matungulu Sub-county as the locale of study.

### **3.4 Target Population**

Orodho (2012) defines a target population as a large collection of individuals or objects that is the main focus of a scientific inquiry and it is for the benefit of the population that researches are done. According to the MoE (2019), Matungulu Sub-county has 44 public secondary schools, 44 principals, 44 senior teachers and 620 student leaders. The study targeted the 44 principals, 44 senior teachers and 620 student leaders.

### 3.5 Sampling Size

According to Cooper and Schindler (2011), a sample is a sub-group of the target population chosen in a way to ensure representation of the entire population. Gay, Mills and Airasian (2009) posit that for a small population size, a sample size of 10% to 30% of the population is sufficient for reliable findings. The researcher, however, sampled 22 schools constituting 50% of the targeted schools, thereby improving the sample representation of the schools population. Thus, 22 principals, 22 senior teachers were sampled to take part in the study. The Yamane formula:  $n = N / (1 + Ne^2)$  was used to get the sample  $n$  of the student leaders from the targeted population  $N = 620$ .  $n = 620 / (1 + 620 \times 0.05^2) = 243$ , where  $e =$  degree of precision. From each of the sampled 22 secondary schools, 11 student leaders were sampled. Table 3.1 shows the sample size distribution.

**Table 3.1: Sample Size Distribution**

<b>Category of Respondents</b>	<b>Population</b>	<b>Sample</b>	<b>Proportion</b>	<b>Sampling Technique</b>
Principals	44	22	50.0 %	Automatic Inclusion
Senior Teachers	44	22	50.0 %	Automatic Inclusion
Student Leaders	620	243	39.2 %	Simple random
<b>Total</b>	<b>708</b>	<b>287</b>	<b>40.5 %</b>	

### 3.6 Sampling Procedures

Rea and Parker (2014) define a sampling procedure as the method the researcher adopts to select items from a sample. In this study, simple random sampling was

applied to select 22 public secondary schools from the targeted 44 secondary schools. From the sampled 22 schools, all 22 principals and 22 senior teachers were purposively sampled. From each of 22 sampled schools 11 student leaders were selected through simple random sampling. However, 12 student leaders were selected from one of the schools to make an overall total of 243 students.

### **3.7 Research Instruments**

According to Sekaran (2013), research instruments are tools which were used to gather information about the specific set themes of research objectives. The study employed the student leaders questionnaire, interview schedule for principals and senior teachers, and document content analysis. The instruments for this study were developed along the set objectives with each objective forming a sub-topic with relevant questions.

#### **3.7.1 Student Leaders' Questionnaire**

Morse (2010) defines a questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The researcher applied a self-designed questionnaire to collect quantitative data from student leaders about their views on principals' management practices and their influence on students' discipline. Structured questionnaires were administered to the student leaders to obtain primary information. The first section (A) consisted of information on respondents' demographic profiles, while section (B, C, D, E, & F) contained 5-point Likert type of questions based on specific objectives of the study.

### **3.7.2 Interview Guide for Principals and Senior Teachers**

In this study, structured face-to-face interviews were used to gather information from principals and senior teachers. It has items based on the specific objectives of the study. According to Kothari (2005), an interview schedule is mainly appropriate for exhaustive investigation. Interviews enabled the researcher to get in-depth information and required data through probing and supplementary questions. This tool fitted this study since it enabled the researcher to develop a good rapport with the respondents and generate more reliable information in form of verbal responses.

### **3.7.3 Document Analysis**

In order to get the magnitude of discipline issues in schools, documents such as daily occurrence book (log book), school code of conduct, school enrolment records, punishment record book, Board of Management (BOM) deliberations on discipline cases, newsletters to parents, contents from suggestion boxes and principal memos were analyzed. The generated information enabled the researcher to estimate the number of major school routine disruptions from students' unrests. However, the veracity of the gathered information was augmented through the principals' and senior teachers' interviews.

### **3.8 Piloting of Research Instruments**

Piloting was done in order to ascertain the validity and reliability of the data collection instruments. Through piloting the clarity of the tools' items was checked, vague sections discarded, time taken to respond and the appropriate procedure for administration noted. The pilot group was 10% of the sample size. According to Sahu (2013), it is prudent to use 10% of the study's sample size when conducting a

pilot test. For this study, 10 % of 287 respondents gave 28 respondents. Thus, the study involved 2 principals, 2 senior teachers and 24 student leaders from two public secondary schools in the neighbouring Kangundo Sub County. The participants were encouraged to comment and make suggestions geared to improve the various items. The researcher adjusted the items appropriately depending on the results of the pilot testing.

### **3.9 Validity of the Instruments**

According to Orodho (2005) validity refers to the degree to which evidence supports any references a researcher makes based on the information collected using a particular instrument. To determine the content and construct validity of the data collection instruments, two university supervisors and experts in educational administration scrutinized the instruments. Their comments and suggestions were used to revise the instruments accordingly. In addition, the pilot study was used to enhance the validity of the data collection instruments. The researcher improved the quality of the instruments by replacing vague questions with suitable ones.

### **3.10 Reliability of the Instruments**

Morse (2010) defines reliability as the extent to which studies or findings can be replicated, that is, the accuracy or consistency of the research instrument in measuring whatever it measures. The reliability of the instruments was established using test retest method where the researcher administered test items to a group of respondents twice. Computation of the reliability index between the scores of the two sets of scores was carried out using Pearson's Product Moment Correlation Formula. A reliability coefficient,  $r = 0.725$ , was obtained which indicated high

reliability since according to Merriam (2014), such an index was considered ideal for the study.

### **3.11 Data Collection Procedures**

After receiving the research permits and letters of authorization, the researcher then booked appointments with the respondents to administer questionnaires to student leaders and conduct interviews among the principals and teachers to collect prerequisite data for the study.

The questionnaires were administered to the respondents to collect quantitative data. The duly filled questionnaires were collected and safely stored for data analysis. At the same time, the interviews were conducted in person to collect qualitative data at time convenient for the interviewees and their responses documented in note-books. The participants were assured of anonymity and confidentiality.

### **3.12 Data Processing and Analysis**

Morse (2010) define data analysis as the processing of data to make meaningful information. The collected data were thoroughly edited and checked for completeness and comprehensiveness. The edited data were summarized and coded for easy classification in order to facilitate interpretation. The data was analysed SPSS version 23. Both descriptive and inferential statistics were used to analyse the data. Descriptive statistics such as frequency, percentages, mean and standard deviations were used together with tables and bar graphs to describe the meaning of the analysed data. The study hypotheses were tested by use of single variable linear regression analysis. The linear regression equation was in the form:  $Y = \beta_0 + \beta_1 X_i + \epsilon$ , where  $Y$  = level of students' discipline,  $X_i$  represents any of the four independent

variables,  $\beta_0$  = constant,  $\beta_i$  = the simple regression coefficient, while  $\varepsilon$  was the error term.

Analysis of the interview data was done in accordance with the study four objectives. Identification labels or pseudonyms were used to identify principals and teachers who were interviewed. Thus, principals were identified as P1, P2, P3,...and so on while senior teachers were identified as T1, T2, T3.....and so on. Qualitative data from interviews were put in simple narratives while most was captured verbatim in order to maintain the original message.

### **3.13 Legal and Ethical Considerations**

The researcher sought for an introductory letter from Africa Nazarene University which was a pre-requisite of applying for the other research permits. A research permit was secured from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought an authorization letter from The County Commissioner, the County Director of Education, Machakos and the County Government of Machakos. Informed consent (Appendix II) was obtained by signing forms. Confidentiality was ensured by making assurances of confidentiality, typically by signing consent forms and present confidentiality agreements at the beginning of the data collection process.

In conducting the study, explanations about its aims were made to the respondents, so as to obtain their informed consent. The respondents were assured that their names would not be mentioned and that the data they provide would be treated with utmost confidentiality. The data collected were stored on a hard drive and a computer password designed to make the data as confidential as possible.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This chapter presents the analysis and findings of the study. The purpose of the study was to assess the influence of principals' management practices on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County, Kenya. In this chapter the results are presented and guided by the following research objectives:

- i. To determine the influence of principals' involvement of student leadership on students' discipline in public secondary schools in Matungulu Sub-county;
- ii. To examine the influence of principals' motivation of peer counselors on students' discipline in public secondary schools in Matungulu Sub-county;
- iii. To establish the influence of principals' support of mentorship programme on students' discipline in public secondary schools in Matungulu Sub-county;
- iv. To assess the influence of principals' channels of communication on students' discipline in public secondary schools in Matungulu Sub-county.

The chapter contains the response rate, analysis of demographic data, and analysis of student leaders, principals and senior teachers' responses in accordance to research objectives. The four null hypotheses of the study were tested using simple linear regression.

#### **4.2 Response Rates**

In this study, 243 questionnaires were administered to student leaders out of which, 200 were filled and returned. The researcher also interviewed 17 principals and 18



senior teachers. Information on the total number of respondents is summarized in Table 4.1:

**Table 4.1: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those Who Participated</b>	<b>Achieved Return Rate (%)</b>
Principals	22	17	77.3
Senior Teachers	22	18	81.8
Student Leaders	243	200	82.3

Table 4.1 indicates that the principals registered a response rate of 77.3 % whereas senior teachers and student leaders registered response rates of 81.8 % and 82.3 % respectively which affirmed the fact that the response rate was sufficient and above 75.0% of the acceptable levels to enable generalization of the results to the target population (Kothari, 2005).

### **4.3 Respondents' Demographic Information**

The researcher found it necessary to identify background of the respondents, which formed the basis under which some of the interpretations were made. The demographic information sought included: gender and level of education.

#### **4.3.1 Gender of the Respondents**

The research instruments solicited information on the respondents' gender and the results are shown in Table 4.2.

**Table 4.2: Distribution of the Respondents by Gender**

Gender	Principals		Senior Teachers		Student Leaders	
	f	%	f	%	f	%
Male	13	76.5	14	77.8	136	68.0
Female	4	23.5	4	28.6	64	32.0
<b>Total</b>	<b>17</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>

Key: f-Frequency

Table 4.2 indicates that more than three-quarters (76.5 %) of the principals were male showing that there was a gender disparity in public secondary schools headship in Matunguru Sub County. Similarly, the ratio of male senior teachers to female was 3.5 to 1. In the same vein, majority (68.0%) of the student leaders were male whereas their female counterparts constituted (32.0%). These data affirmed the fact that there was gender disparity at all levels of leadership in favour of male and concerted efforts should be put to remedy the situation.

#### 4.3.2 Principals' and Senior Teachers' Level of Education

The instruments also elicited information on level of education of principals and senior teachers and results are shown in Table 4.3.

**Table 4.3: Principals' and Teachers' Level of Education**

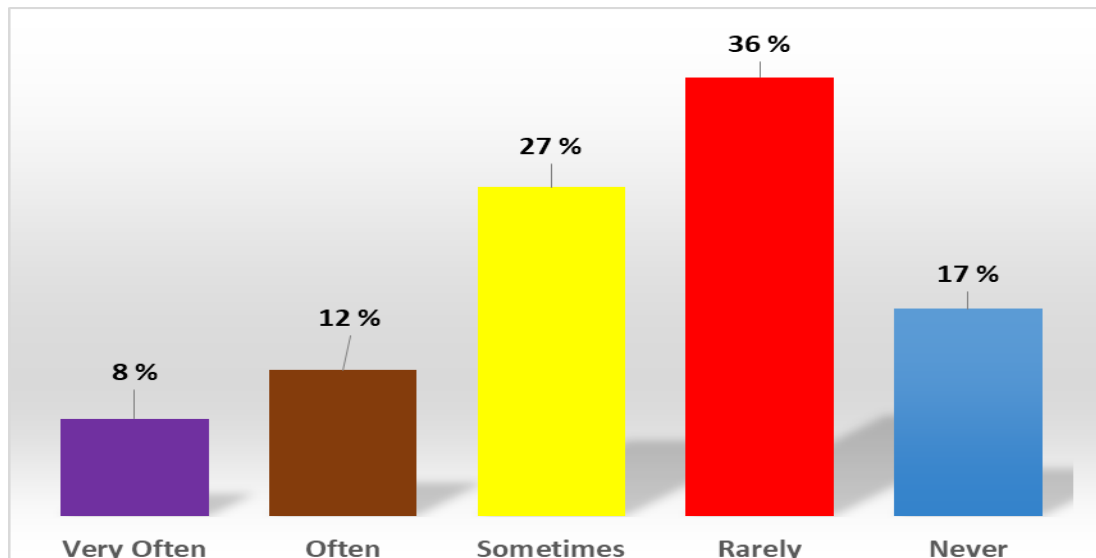
Professional Educational Qualifications	Principals		Senior Teachers	
	f	%	f	%
Diploma	3	17.6	4	22.2
Bachelors'	10	58.8	8	44.5
Postgraduate	4	23.6	6	33.3
<b>Total</b>	<b>17</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>

Key: f-Frequency

Table 4.3 indicates that all principals and senior teachers were professionally trained and thus had the basic training in leadership. Slightly more than half (58.3%) of the principals had Bachelors' Degrees, while 23.6 % of them had advanced to post graduate studies. A considerable number of senior teachers (33.3 %) had post graduate qualifications while 44.5% had bachelors degree, showing that they had the capability of assisting the school principal in administration. Furthermore, all the respondents in these two categories could furnish the researcher with the expected information regarding the school management practices and students' discipline. Having established the demographic information, the researcher embarked on the analysis of the data on the four study objectives.

#### **4.4 Influence of Principals' Involvement of Student Leaders in School Management on Students' Discipline**

The study sought to assess the extent to which principals' involved student leaders in school management. To achieve the objective, quantitative data from the students response and qualitative data from principals and senior teachers was analyzed. First, students leaders were required to generally indicate how often principals involved them in the school management. Figure 4.1 depicts the finding.



**Figure 4.1: Frequency at which Principals Involve Student Leaders in School Management**

A glance at Figure 4.1 shows that a paltry 8 % of student leaders rated the instances when principals involved them in school management as very often. A substantial 36 % of student leaders indicated that principals rarely involved them in school management while 27 % indicated that they were sometimes involved. This implied that though 63 % of the student leaders acknowledged that principals recognized them as stakeholders in the school management, there could be many instances when they were left out. Surprisingly, as high as 17 % of students indicated that their principals had never involved them in the school management despite being appointed as leaders in different capacities in their schools.

In order to establish the extent to which principals involved the student leaders in specific tasks in the school, a set of statements in form of five points Likert scale were posed to the student leaders to indicate the extent to which they agreed or disagreed with them. The responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. Further the mean

responses and standard deviations were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Table 4.4 shows the analyzed data.

**Table 4.4: Student Leaders Mean Responses on the Extent to which Principals Involve them in School Management**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
My school principal's involves student leaders in modeling behavior	3.4	0.6
My principal involves student leaders in setting or revising school rules and regulations	2.7	1.1
My school involves student leaders in management of peer pressure	3.3	0.8
Representatives of student leaders are sometimes invited in a staff meeting	2.5	1.0
Representatives of student leaders are sometimes invited in the school BOM meeting	2.4	0.6
Student leaders are entrusted in resolving conflicts among students	3.4	0.6
My principal involves student leaders in students' welfare	3.1	1.4
My principal involves student leaders in setting the school food menu	2.8	0.4
My principal involves student leaders in setting the school routine	2.7	0.7
Student leaders are involved in identifying schools needs for budgeting purposes	2.7	1.0
Student leaders are involved in spiritual nourishment in the school	3.5	0.8
Student leaders are involved in addressing various issues during school assemblies	3.2	0.9
<b>Aggregate Score</b>	<b>2.8</b>	<b>0.8</b>
<b>n = 200</b>		

Table 4.4 shows that on average, student leaders agreed with half of the statements ( $M > 3.0$ ) and disagreed with the other half ( $M < 3.0$ ). Majority of student leaders agreed that principals involves them in modelling behavior (Mean = 3.4, SD = 0.6). This implied that principals relied on them to be role models in terms of punctuality,

personal hygiene, management of time, and interaction with teachers. Principals also involved them in management of peer pressure, resolving conflicts among students and dealing with students' welfare. However, involvement in students' welfare elicited varied reactions as evident from relatively low mean and high standard deviation ( $M= 3.1, SD = 1.4$ ). This shows that though some students appreciated the level of involvement in the students welfare some had some reservations. Nonetheless, student leaders strongly indicated that they are involved in spiritual matters ( $M = 3.9, SD = 0.8$ ) as well as being given a chance to address several issues during the school assemblies ( $M = 3.5, SD = 0.9$ ).

Most of the student leaders, however, disagreed with statements that they are involved in setting or revising school rules and regulations ( $M = 2.7, SD = 1.1$ ), are sometimes invited in a staff meeting ( $M = 2.5, SD = 1.0$ ), and that they are sometimes invited in a Board of Management Meeting ( $M = 2.4, SD = 0.6$ ). This implies that most of the schools are yet to implement fully the recommendations of the Kenya Basic Education Act 2013 in which schools management was encouraged to involve students in setting rules and regulations, appointment of the students council as well as inviting their representatives in staff and BOM meetings occasionally. These measures were considered critical in enhancing students, teachers and school administration harmony and trust, thereby, minimizing incidences of students' unrests. Further, most of student leaders felt that principals are not involving them in setting the school menu ( $M = 2.8, SD = 0.4$ ), setting school routine ( $M = 2.7, SD = 0.7$ ) and identifying school needs for budgeting process ( $M= 2.7, 1.0$ ).

Through an open ended question, the student leaders were further required to give their view on how their involvement in various issues in the school had influenced the students' discipline. Most of the student leaders indicated that by modeling the right behaviour and getting support from teachers and the principal, they were able to influence many students to have proper time management, improve their body hygiene, and attendance to the class academic assignments. Some student leaders, commended their principals because of involving them in setting some school rules, and allowing them to comment on students' welfare during the school assemblies. According to them, taking charge of their fellow students welfare elicits a feeling of a cohesive school community minimizing human conflicts.

Most of the student leaders, however, were critical of the level to which they were engaged in setting the school menu and routine. Some expressed their dissatisfaction on the food they ate during lunch and supper while felt they were made to stay in class for so many hours and thus denying them recreation time. Overall it emerged that in most schools food menu and recreation time or free time required more consensus between the students body and administration.

During the interviews, principals noted that they always involve student leaders in day to day operations in their respective secondary schools. This range from policy formulation to the implementation. On further probing, one principal noted:

In my secondary school, I always ensure that student leaders partake in my decision-making. They supervise daily routines, monitor behavior patterns of their colleagues, designing school menus, drawing time tables for co-curricular activities, set programmes for academic activities such as symposiums and debates. They also take part in school decisions concerning mid-term breaks. (P5)

However, the senior teachers differed with principals that student leaders are involved in school management. Majority of the senior teachers observed that, in most cases, student leaders are basically involved in activities such as teacher supervision, ensuring cleanliness at school and that their colleagues adhere to school rules and regulations, but not on serious issues of school management. One senior teacher had this to say;

In as much as student leaders ensure strict adherence to rules and regulations as a way of improving students' discipline in school, they are rarely involved in formulation of such policies or when decisions are being made to suspend a student who has been involved in serious breach of school rules and regulations. (T8)

Despite these contradictions, these views further indicate that role of student leaders in different facets of school management such as policy formulation and administration of punishment to students who break school rules and regulations cannot be overlooked. However, on the question of trips, co-curricular activities and organization of academic symposiums, senior teachers concurred with principals that student leaders are often involved in drawing time tables for co-curricular activities, set programmes for academic activities such as symposiums and debates. When probed further, one senior teacher noted:

In my secondary school, student leaders concerned are always tasked to identify co-curricular activities (CCAs) to be undertaken in a particular term and help draw time-tables on when and how such CCAs need to be conducted. Student leaders are required to source schools which must take part in academic symposiums, debates and thus, write invitation letters after identifying venues for such events. This has seen a reduction in cases of indiscipline since many students feel that they are involved in school matters and that their suggestions and opinions count. (T 16)



This implies that student leadership is at the center of planning, organization and successful execution of activities which are aimed at improving discipline levels among students in public secondary schools.

#### 4.4.1 Testing of Null Hypothesis One

The first null hypothesis of the study stated that: There is no statistically significant influence of principals' involvement of student leadership on students' discipline in public secondary schools in Matungulu Sub-county. In order to test the hypothesis, the student leaders mean responses on the extent to which principals involve them in school management were regressed against the level of indiscipline (number of incidences of strikes/unrests/class boycotts for each secondary school in years 2017 and 2018) as captured in Appendix V. The linear regression model capturing the hypothesized relationship was given as:  $Y = \beta_0 + \beta X + \epsilon$ , where;

$Y$  = Level of students indiscipline

$X$  = Student leaders involvement in school management

$\beta_0$  = Constant

$\beta$  = Coefficient of  $X$ ,  $\epsilon$  = Error

Table 4.5 shows the single variable linear regression analysis output.

**Table 4.5: Linear Regression Analysis Output-H<sub>01</sub>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	<i>t</i>	Sig.
	$\beta$	Std. Error			
1 (Constant)	70.436	4.592		15.340	.000
Level of Student leaders involvement in school management	-7.394	1.875	-.780	-3.944	.003

**Dependent Variable: Level of indiscipline cases**

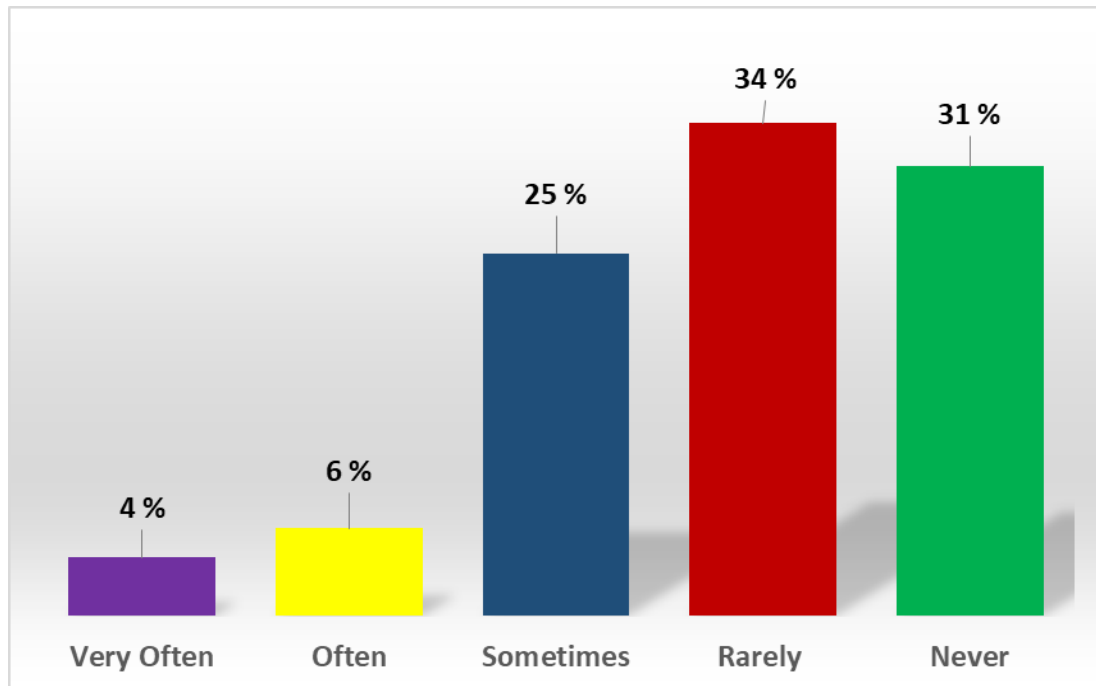
Table 4.5 shows that the level of indiscipline cases = 70.436 – 7.394 level of student leaders involvement in school management. This implies that for every unit increase in the level of student leaders involvement in school management, the level of indiscipline cases reduces by 7.394 units (negative coefficient). The value 70.436 indicates that students' indiscipline does not only depend on involvement of student leaders in school management, but a multiplicity of inherent factors not under study.

In other words, inadequate involvement of student leaders in school management is just, but, an additional factor to already existing cases of students' indiscipline. The null hypothesis, was tested by considering the  $t$  statistic that tests whether a  $\beta$  value is significantly different from zero ( $H_0: \beta = 0$ ). In reference to Table 4.5, the unstandardized beta value for the level of student leaders involvement in school management was found to be significantly greater than zero ( $\beta = -7.394$ ,  $t(199) = -3.944$ ,  $p < 0.05$ ). Thus, the first null hypothesis was rejected, implying that the level of student leaders involvement in school management had a statistically significant influence on the level of students' indiscipline. This affirms that principals' involvement of student leaders in school management serves to reduce cases of students' indiscipline in public secondary schools.

#### **4.5 Influence of Principals' Motivation of Peer Counselors on Students' Discipline**

The second objective of the study was to examine the influence of principals' motivation of peer counselors on students' discipline in public secondary schools in Matungulu Sub-county. To achieve the objective, both quantitative and qualitative data from student leaders, principals and senior teachers was analysed. In one of the

items the student leaders were required to generally rate how often their principals motivated peer counsellors. Peer counsellors play a vital role in alleviating extremities in behavior among students. Figure 4.2 depicts the analyzed data.



**Figure 4.2: Frequency of Principals' Motivation of Peer Counsellors**

It is evident from Figure 4.2 that most of the principals were not fond of motivating the peer counsellors in their schools. Only 10 % of student leaders indicated that the motivation of peer counsellors oftenly happened. As high as 65 % of respondents indicated that motivation of peer counsellors either rarely or never happened. This implied that despite the crucial role played by the peer counsellors in moderating students behaviours, principals took it for granted. Nonetheless, 25 % of student leaders acknowledged that their principals sometimes motivated peer counsellors in various ways. In order to establish the extent to which principals motivated peer counsellors in various ways, student leaders were required to rate several statements given in a Likert scale where strongly agree had a weight of 5 and

strongly disagree had a weight of 1. Further, the mean responses and standard deviations were computed such that a mean of below 3.0 denoted disagreement while a mean of above 3.0 was considered as agreement. Table 4.6 shows the analyzed data.

**Table 4.6: Student Leaders Mean Responses on the Extent to which Principals Motivate Peer Counsellors**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
My principal recognizes the work done by student peer counsellors by praising them during the school gatherings	3.8	0.9
My principal motivates student peer counsellors by offering them material rewards	2.7	1.0
In my school student peer counsellors receive monetary incentives	2.6	0.7
In my school, student peer counsellors visit other schools for bench marking	2.9	0.8
In my school, peer counsellors attend seminars for professional development	2.5	1.0
My principal conducts meeting with student peer counsellors	3.3	0.6
In my school, peer counsellors are involved in rehabilitating students in drugs and alcohol abuse	3.7	0.6
In my school, peer counsellors are entrusted in assisting students personal conflicts mediation	3.6	0.8
My principal make referral for students with chronic indiscipline to peer counsellors	4.2	0.6
<b>Aggregate Score</b>	<b>3.3</b>	<b>0.7</b>
<b>n = 200</b>		

It was evident from Table 4.6 that most of the principals involved student peer counsellors in management of student affairs. For instance peer counsellors are involved in rehabilitating students in drugs and alcohol abuse (Mean = 3.6, SD = 0.6). Student peer counsellors are also entrusted in assisting students personal conflicts mediation as well as rehabilitating students with chronic indiscipline as recommended by their principals. However, as evident from Table 4.6, student peer counsellors are neither offered material (Mean = 2.7, SD = 1.0) nor monetary

rewards (Mean = 2.6, SD = 0.7). Further, they hardly attend seminars for professional development (Mean = 2.5, SD = 1.0) as well as visiting other peer counsellors for bench marking (Mean = 2.9, SD = 0.8). Thus, the level of motivation and empowerment may not be adequate to enable them surmount the tasks they are entrusted. Apart from being praised, they also need professional development and a lot of exposure through bench marking.

In the open ended section where student leaders were required to give their opinion on the influence of peer counselling on students discipline, varied responses emerged. Some of student leaders felt that peer counsellors had achieved a lot in modifying behaviours of unruly students, convinced some cigarette and bhang smokers to abandon their habits, and advised students against vandalism and having a positive attitude towards teachers. However, there were student leaders who explicated that peer counsellors in their schools achieved little due to lack of capacity. They had no special knowledge beyond what the other students knew, had no self efficacy and some were ring leaders in school riots.

The researcher also interviewed principals and senior teachers on motivation of peer counselors. Principals responded in favour of the view that they often motivate peer counselors as a strategy for improving students' discipline in secondary schools. One principal observed:

In my secondary school, as a strategy for reducing cases of indiscipline, I always ensure that I motivate peer counselors. This is done through monetary incentives, recognition and motivational trips. (P6)

However, senior teachers disagreed with the principals. According to teachers, peer counselors are rarely motivated to effectively undertake their duties as role models to their colleagues. One teacher confessed;

In my secondary school, peer counseling is often regarded as normal school activity with no monetary incentives to act as a motivation to students who have undertaken the role of peer counselors. (T3)

On the question of acknowledging and appreciating the work done by peer counselors, senior teachers reported that this often done by word of mouth. Senior teachers noted that principals as well as teachers do recognize and appreciate the roles played by peer counselors in shaping the behaviour patterns of their peers at school. During interviews, one of the teachers reported;

In my school, peer counsellors are often acknowledged for their key role in ensuring that their peers manifest desirable behaviour patterns at schools. They are always appreciated in keeping advising their colleagues who might manifest undesirable behaviour while at school and correct them before such cases get of hand. (T14)

Despite these contradictions, the place of peer counseling as a mitigant to increasing students' indiscipline in secondary schools cannot be assumed. Peer counseling offers an opportunity for students to acquire skills to be able to effectively monitor their behaviour and those of their colleagues and hence, stem unbecoming behaviour patterns.

#### **4.5.1 Testing of Null Hypothesis Two**

The second null hypothesis of the study stated that: There is no statistically significant influence of principals' motivation of peer counselors on students' discipline in public secondary schools in Matungulu Sub-county. To test the hypothesis, linear regression analysis was carried out. Table 4.7 show the linear regression analysis output.

**Table 4.7: Linear Regression Analysis Output-H<sub>02</sub>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	<i>t</i>	Sig.
	$\beta$	Std. Error			
1 (Constant)	69.735	5.819		11.984	.000
Principals' Motivation of Peer Counselors	-9.675	3.314	-.678	-2.920	.015

**Dependent Variable: Level of Students' Indiscipline Cases**

Table 4.7 shows linear regression analysis which generated a linear model of the form; level of students' indiscipline cases = 69.735 – 9.675 principals' motivation of peer counselors. This implies that for a unit increase in the level of motivation of peer counselors, the level of students' indiscipline cases is expected to decrease by 9.765 units (negative coefficient).

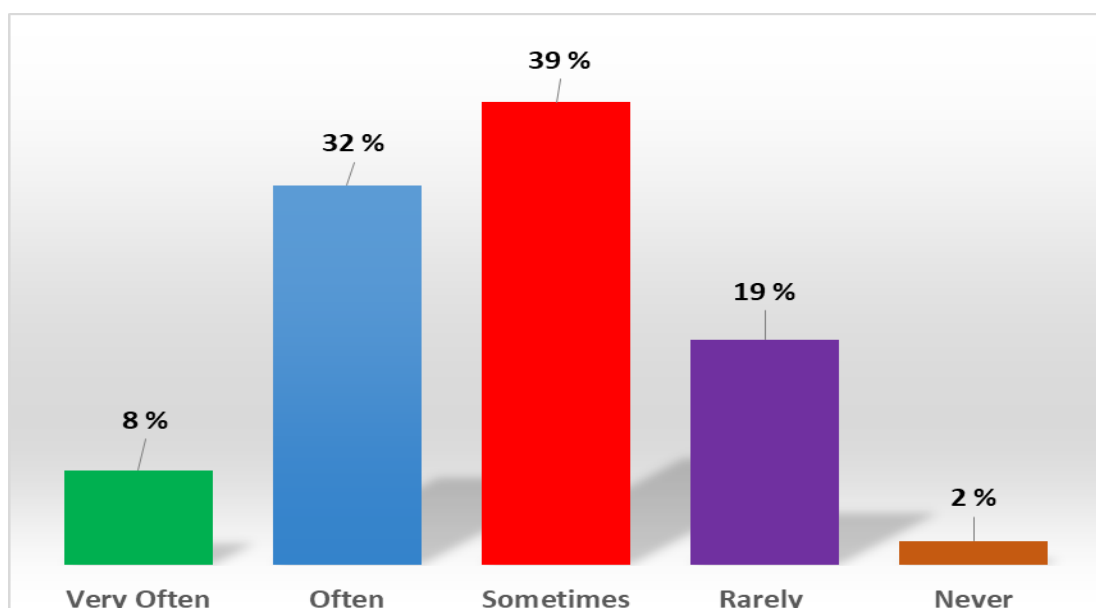
The value 69.735 indicates that students' indiscipline does not only depend on principals' motivation of peer counselors, but other dynamics not under investigation in this study. In other words, lack of motivation of peer counselors is just, but, an additional factor to already existing cases of students' indiscipline. The null hypothesis, was tested by considering the *t* statistic that tests whether a  $\beta$  value is significantly different from zero ( $H_0: \beta = 0$ ). In reference to Table 4.7, the unstandardized beta value for the level of principals motivation of peer counsellors was found to be significantly greater than zero ( $\beta = -9.675$ ,  $t(199) = -2.920$ ,  $p < 0.05$ ). Thus, the second null hypothesis was rejected, implying that the level of principals motivation of peer counsellors had a statistically significant influence on the level of students' discipline. As indicated earlier, these findings point to the fact

that motivation practices adopted by principals for peer counselors play a key role in improving levels of discipline among students in public secondary schools.

#### **4.6 Influence of Principals' use of Mentorship Programmes on Students'**

##### **Discipline**

The third objective of the study was to establish the influence of principals' use of mentorship programmes on students' discipline in public secondary schools in Matungulu Sub-county. To accomplish this objective, data from student leaders, principals and senior teachers responses were analyzed. The first item in this section required the student leaders to rate the principals' frequency in organizing mentorship programmes in their schools. Figure 4.3 shows the findings.



**Figure 4.3: Principals' Frequency in Organizing Mentorship Programmes in School**

As evident from Figure 4.3, 40.0% of student leaders rated principals' frequency of organizing mentorship programmes as 'often' and 'very often'. This implied that there were some principals who believed in use of mentorsip to inculcate values and



societal norms geared to manage students even when faced with difficulties. Incidentally, almost the same percentage (39.0%) of students indicated that principals organization of mentorship programme happened sometimes. Further, 19% of student leaders disclosed that their principals organization of mentorship programme was rare while 2% have never witnessed mentorship organized by their principals. The study further, embarked on establishing the extent to which principals supported the students' mentorship programmes. Table 4.8 shows the analysed results.

**Table 4.8: Student Leaders Mean Responses on the Extent to which Principals Support Students' Mentorship Programmes**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
My principal mentors students on how to attain academic excellence	3.7	0.6
My principal organizes mentorship programmes to advise students on career choice	3.3	1.0
My principal advise and mentors students on healthy living practices such as avoidance of substance use	3.2	0.9
My principal is keen on students mentorship in sexuality	2.7	0.8
My principal facilitates mentors/resource persons from outside our school	3.5	1.0
My principal encourages class teachers and class monitors to mentor students at class level	3.3	0.6
During our assemblies students are oftenly mentored on goal setting in life	2.9	0.6
My head teacher is keen on mentoring students in obeying rules and regulations in school and beyond	3.6	0.8
My principal supports students mentorship on self respect and respect of others	3.4	1.1
My principal mentors students on healthy eating	2.6	1.2
<b>Aggregate Score</b>	<b>3.3</b>	<b>0.7</b>
<b>n = 200</b>		

Table 4.8 shows that, most of the principals support students' mentorship programmes by either getting involved or encouraging those who offer to facilitate. In particular, student leaders agreed that principals mentor students on how to attain

academic excellence, healthy living practices, obeying rules and regulations in school and beyond, and self respect and respect of others. However, principals were rated low on being keen on students mentorship in sexuality (Mean = 2.7, SD = 0.8), goal setting in life (Mean = 2.9, SD = 0.6) and mentoring students on healthy eating (Mean = 2.6, SD = 1.2).

In the open ended section, most of student leaders noted with appreciation how invited mentors from different professions have managed to infuse some good behavior to previously rogue students. They also appreciated mentorship done at classroom level during their weekly meetings. However, most of the student leaders noted the need for more mentorship and guidance on sexuality, healthy eating and setting and focusing on certain goals. One of the respondent cited cases where riots erupted after a school party was cut short when students started harassing the visiting girls sexually. In another instance, a girls school rioted because the school administration decided to ban all the junk food students carry from outside.

During the interviews, principals and senior teachers concurred with the view that principals in secondary schools very often organize mentorship programmes for students to enable them learn and adopt good behavioural practices among themselves. One of the principals noted;

In my secondary school, mentorship activities are considered crucial in shaping students' behaviour. I often ensure that such programmes are organized every Friday and students are advised on the significance of academic excellence and why it is necessary to maintain healthy relationships with peers while at school and outside. (P15)

These views point to the fact that principals source for mentors who advise students on benefits of good behaviour and adhering to school rules and regulations. These

views were corroborated by senior teachers who noted that mentorship programmes organized by school principals have been of great help in shaping behaviour patterns of students. One senior teacher noted:

My school principal has ensured that mentorship programmes are organized every week and often hires a resource person to talk to students on how to conduct themselves. Since introduction of mentorship programmes in my school, cases of indiscipline have gone down. (T1)

These findings are indicative of the fact that mentorship programmes organized for students by principals have played a key role in reducing instances of indiscipline in public secondary schools.

#### 4.6.1 Testing of Null Hypothesis Three ( $H_{03}$ )

The third null hypothesis of the study stated that: ‘There is no statistically significant influence of principals’ support of mentorship programmes on students’ discipline in public secondary schools in Matungulu Sub-county’. To test the hypothesis, linear regression analysis was carried out. Table 4.9 shows the linear regression analysis output.

**Table 4.9: Linear Regression Output- $H_{03}$**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	<i>t</i>	Sig.
	$\beta$	Std. Error			
1 (Constant)	93.587	5.704		16.407	.000
Principals’ support of Mentorship Programmes	-12.370	1.747	-.913	-7.082	.000

#### **Dependent Variable: Level of Students’ Indiscipline Cases**

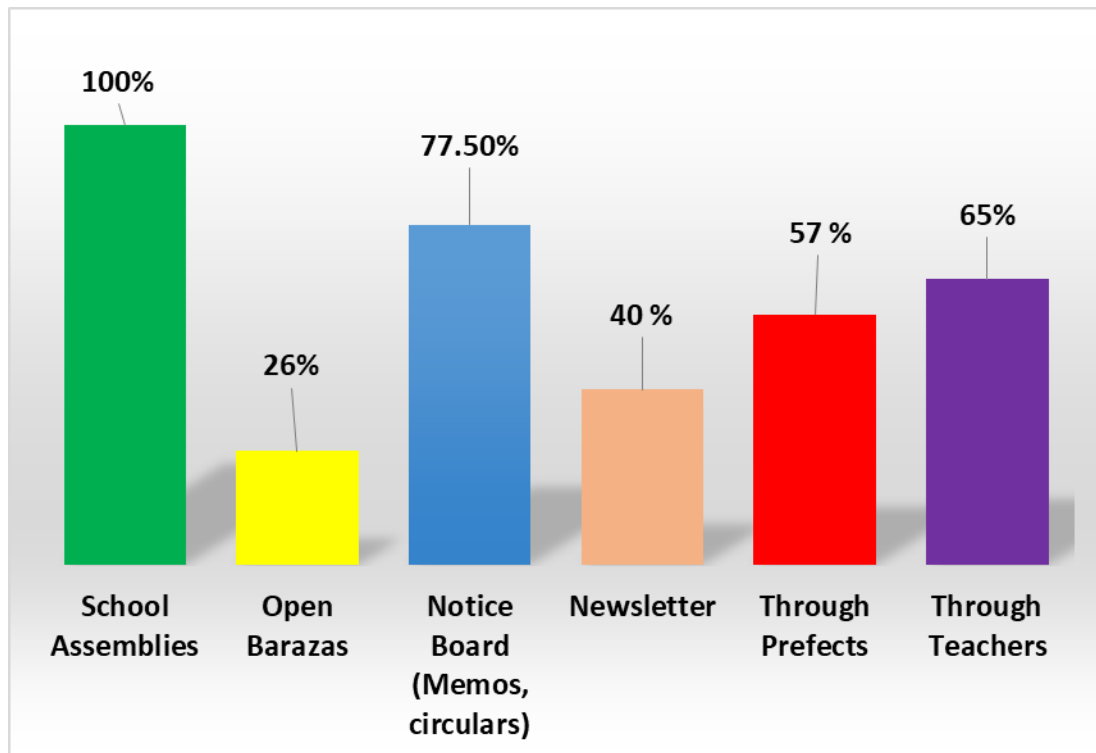
Table 4.9 shows linear regression analysis which generated a linear model of the form; level of students’ indiscipline cases = 93.587 – 12.370 principals’ support of

mentorship programmes. This implies that for a unit increase in principals' support of mentorship programmes, the level of students' indiscipline cases decreases by 12.37 units (negative coefficient). The value 93.587 indicates that students' indiscipline does not depend only on principals' support of mentorship programmes, but also on a set of other factors.

The null hypothesis, was tested by considering the  $t$  statistic that tests whether a  $\beta$  value is significantly different from zero ( $H_0: \beta = 0$ ). In reference to Table 4.9, the unstandardized beta value for the level of principals' support of mentorship programmes was found to be significantly greater than zero ( $\beta = -12.370$ ,  $t(199) = -7.082$ ,  $p < 0.05$ ). Thus, the third null hypothesis was rejected, implying that the level of principals' support of mentorship programmes had a statistically significant influence on the level of students' indiscipline cases. This finding further indicate that principals' organization of mentorship programmes plays a major role in improving levels of discipline among students in secondary schools.

#### **4.7 Influence of Principals' Channels of Communication on Students' Discipline**

The fourth objective of the study was to assess the influence of principals' channels of communication on students' discipline in public secondary schools in Matungulu Sub-County. The first item in this section required the student leaders to state the most frequent four channels used by their principals to convey messages/information to students. Figure 4.4 shows the summary of their responses.



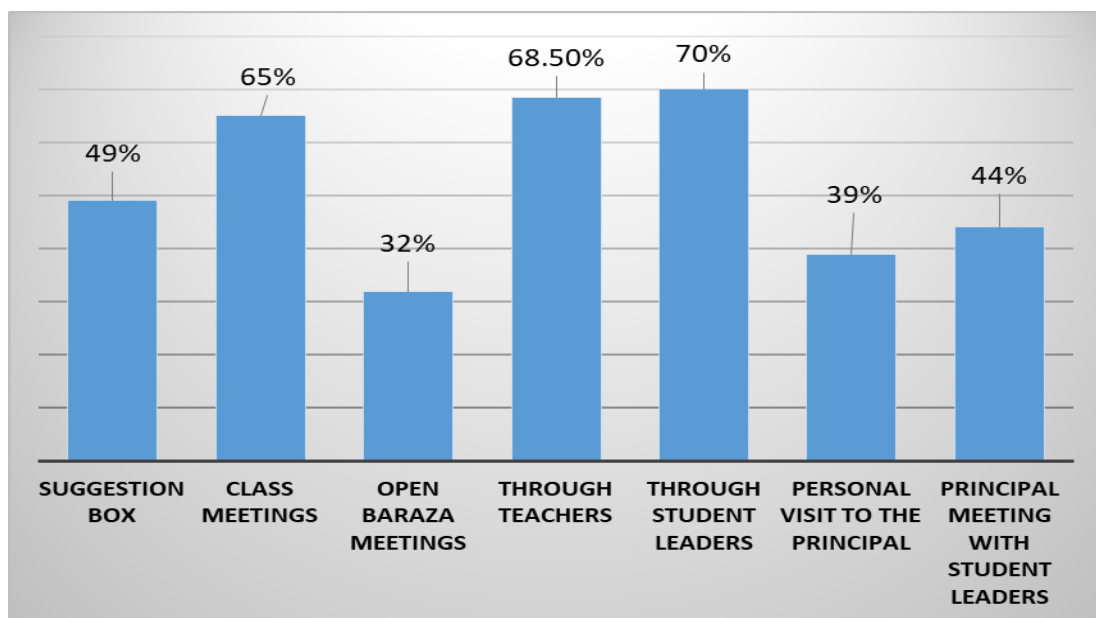
**Figure 4.4: The Most frequent Channels used by Principals to communicate to Students**

Figure 4.4 shows that all the student leaders (100.0 %) stated the school assemblies as one of the communication channels used by their principals. As disclosed by the interviewed senior teachers and principals the frequency of school assemblies in a week varied from one school to the other. While most of the some schools conducted assemblies on Mondays, Wenesday and Friday, some did it on daily basis. Further, some schools assembled students in the course of the day as the need arises. Through this channel the possibility of distorting information from the principal was very remote. However, communication during school assemblies is usually a monologue where students are silent listeners. The next most frequent communication channel was through the notice board as indicated by 77.5 % of respondents. Principals posted their memos, circulars and any other school reports to the noticeboard for all

the school community to read. For instance school rules and regulations, school general routine, student leaders duty rota and others should be on the notice board. The other channels in which principals of public secondary schools in Matungulu Sub County used to communicate included: through teachers (65.0 %), through student leaders (57.0 %), newsletter (40.0 %) and open barazas (26.0 %). Unfortunately, the only channel (open baraza) where the general students populace could put across their views and generate some discussion was the least used by principals.

The second item in this section required the student leaders to state four most frequent channels in which students pass message/information to their principals.

Figure 4.5 shows the summary of their response.



**Figure 4.5: The Most Frequent Communication Channel used by Students to Convey Message /Information to the Principals**

It was evident from Figure 4.5 that the most popular communication channels used by students to convey their messages to the principals were through student leaders (70.0 %), through the teachers (68.5 %) and class meetings (65.0 %). It was also noted that in some schools suggestion box (49.0 %) was a frequently used communication channel in which student could pass very pertinent information anonymously. However, it was noteworthy that communication channels which could generate two sided deliberations such as open barazas (32.0 %), student leaders meeting with the principal (44.0 %) and person visit to principal (39.0 %) were the least used.

In order to delve deeper into the use of specific communication channels in different secondary schools and which could have influence on students discipline, the student leaders were required to rate the extent to which their principals made use of them.

The results are presented in Table 4.7

**Table 4.10: Student Leaders Mean Responses on the Extent to which Principals use various Communication Channels**

<b>Statement</b>	<b>Mean</b>	<b>SD</b>
Our principal addresses student complaints during school assemblies	3.7	1.1
My principal communicates through memos and circulars posted on notice boards	3.5	0.7
My principal communicates to us through barazas where everybody is free to air his or her views about different issues	2.7	0.9
In my secondary school, communication from principal is often done through student leaders'	2.9	0.8
My principal communicates through class teachers	3.5	1.0
During barazas, students put across their grievances without fear of victimization	3.3	1.4
Our principal encourages students to make use of suggestion box	2.9	0.6
Our principal entertains briefing from student leaders when there is some tension among students	3.6	0.8
<b>Aggregate Score</b>	<b>3.4</b>	<b>0.8</b>
<b>n = 200</b>		

Table 4.10 shows that most of the principals communicates through school assemblies as well as putting information on the noticeboards. Additionally, they deal with students complaints during school assemblies. However, being a one way communication, some pertinent issues may not be resolved conclusively. Most of the student leaders also indicated that principals communicate through class teachers (Mean = 3.5, SD = 1). Principals also entertain briefing from student leaders when there is some tension among students (Mean = 3.6, SD = 0.8). In so doing, principals could resolve some eminent students' unrest. It was also evident that some principals were not fond of open discussion with students through barazas (Mean = 3.3, SD = 1.4). However, the relatively high standard deviation shows that the student leaders had quite varied response. Further, most of student leaders indicated that some principals were not very supportive regarding students communicating through the suggestion box (Mean = 2.9, SD = 0.6). Overall, most of the principals were found to be fairly using various channels of communication available (Mean = 3.4, SD = 0.8).

In the open ended section of the questionnaire, student leaders had varied opinion on the influence of principals use of varied communication channels on students' discipline. Some felt that their principals mainly delivered harangues during school assemblies which achieved little in reforming indisciplined students. It was reported that, in some cases students could appear very attentive during morning assembly but soon after they proceed to stage a strike causing wanton destruction. Nevertheless, most of the student leaders hailed the use of several channels of communication in order to know what is going on among students. According to them there were many instances when major crisis were averted when communication was done in good



time. It also emerged that use of other students who are not in the school leadership was key in gathering intelligence in order to forestall unrests in schools.

The researcher also interviewed the principals and senior teachers on the most common channels of communication which are often used by secondary school principals. Principals stated that they often rely on assemblies as the most common form of communication. When asked further why they prefer assemblies, one principal reported;

I prefer communicating school directives through general assemblies since information reaches many staff members and students quickly with limited or not distortion of intended information. (P12)

These views were supported by senior teachers who reported principals use a variety of communication channels. These have seen a reduction in the number of cases of students' indiscipline in secondary schools. One of the teachers noted;

In my secondary school, principal prefers communicating information through general assemblies which are often held three times a week or are summoned in cases of urgency. Information passed in such assemblies are often not subject to distortion or manipulation. This has been effective in communicating school rules and regulations or nay change to existing regulations. (T9)

These views indicate that, in many public secondary schools, assemblies are regarded as the most convenient form of communicating school directives due to its ability to have a larger audience within a short time. On the question of using memos, circulars, posters and notices, both principals and teachers were in concurrence that these forms are also used in school depending on the target audience and the kind of information being relayed. One of the principals observed;

I usually use memos, notices and circulars to communicate information that is meant for specific audience in my school. If the information is sensitive and intended for a particular staff member or student,

especially suspension, internal memos always come in handy to pass such kind of message. (P11)

This indicates that, despite use of general assembly being the most preferred form of communication, secondary school principals sometimes resort to use of memos, circulars and notices to pass classified information intended for a few members of school community. Having established the influence of principals' forms of communication on influence students' discipline in public secondary schools in Matungulu Sub-county, the researcher sought to test the null hypotheses to establish whether there exist statistically significant influence of different principals' management practices on students' discipline in public secondary schools as shown below.

#### 4.7.1 Testing of Null Hypothesis Four (H<sub>04</sub>)

The fourth null hypothesis of the study stated that: 'There is no statistically significant influence of principals' channels of communication on students' discipline in public secondary schools in Matungulu Sub-county'. To test the hypothesis, linear regression analysis was carried out. Table 4.11 shows the linear regression analysis output.

**Table 4.11: Linear Regression Analysis Output-H<sub>04</sub>**

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	$\beta$	Std. Error	Beta		
1 (Constant)	83.842	4.735		17.707	.000
Principals' channels of communication	-8.212	1.254	-.900	-6.547	.000

**Dependent Variable: Level of students indiscipline cases**

Table 4.11 shows linear regression analysis which generated a linear model of the form; level of students' indiscipline cases = 83.842 – 8.212 principals' channels of

communication. This implies that for a unit increase in principals' channels of communication, the level of indiscipline cases decreases by 8.212 units (negative coefficient).

The value 83.842 indicates that students' indiscipline does not depend only on channels of communication used by principals, but also on a set of other factors that were not under investigation. In other words, number of channels of communication used by principals is just, but, an additional factor to already existing cases of students' indiscipline.

The null hypothesis, was tested by considering the  $t$  statistic that tests whether a  $\beta$  value is significantly different from zero ( $H_0: \beta = 0$ ). In reference to Table 4.11, the unstandardized beta value for the principals' channels of communication was found to be significantly greater than zero ( $\beta = -8.212$ ,  $t(199) = -6.547$ ,  $p < 0.05$ ). Thus, the fourth null hypothesis was rejected, implying principals' channels of communication had a statistically significant influence on the level of students' indiscipline cases. This implies that channels of communication used by secondary school principals immensely contribute to levels of discipline among students in public secondary schools.

## **CHAPTER FIVE**

### **DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion of the findings as per research objectives, summary of the findings, and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of the study was to assess the influence of principals' management practices on students' discipline in public secondary schools in Matungulu Sub-county, Machakos County.

#### **5.2 Discussions of the Study Findings**

This section provides a detailed discussion of the study findings based on the study objectives.

##### **5.2.1 Influence of Principals' Involvement of Student Leaders in School**

###### **Management on Students' Discipline**

The study found that most of the principals in Matungulu Sub county involved student leaders in modelling behavior, management of peer pressure, resolving conflicts among students and dealing with students' welfare. The finding was similar to Kosgei et al. (2017) who found that students became more responsible when entrusted by adults to accomplish some tasks. Additionally, student leaders strongly indicated that they were involved in spiritual matters ( $M = 3.9$ ,  $SD = 0.8$ ) as well as being given a chance to address several issues during the school assemblies ( $M = 3.5$ ,  $SD = 0.9$ ). The finding corroborates Mati et al. (2016) who found that students

were highly likely to be influenced and conform to a certain positive behavior when their age mates model certain behaviors.

Most of the student leaders, however, indicated that they are not involved in setting or revising school rules and regulations ( $M = 2.7$ ,  $SD = 1.1$ ). The finding was contrary to Kosgei et al. (2017) finding that schools in Chepalungu Sub-county invited students in making classroom decisions as well as decisions concerning disciplinary issues. In support of students involvement, Olengarum(2014) opine that student participation in decision making results in improved discipline, development of communication and leadership skills among students and good student staff relationship. Similarly, Kindiki (2009) emphasized the need for the school administration to initiate dialogue when dealing with students to discuss discipline matters, rules and regulations. In so doing, students became custodian of these rules and there was less likelihood of rebelling against them.

Most of the student leaders indicated that they are hardly represented in teachers staff meeting ( $M = 2.5$ ,  $SD = 1.0$ ) as well as in a Board of Management Meeting ( $M = 2.4$ ,  $SD = 0.6$ ). This finding was similar to Kagendo et al. (2019) who established that majority of schools in Tharaka-Nithi and Nairobi Counties, had low levels of student participation in decision making and were rarely represented in BOM, Parents Teachers Association (PTA) and in staff meetings. This implies that most of the schools are yet to implement fully the recommendations of the Kenya Basic Education Act 2013 in which a students' representative is occasionally expected to consult and attend BOM meetings as an ex officio member. This was meant to build trust and foster cordial relationship between students, teachers and administration

and which lacked in many secondary schools in Matungulu Sub County. Cognate to the study finding, Oguna and Thinguri (2017) observe that, negative attitude towards teachers, students' unrests and boycotts, and poor academic performance are often linked to non-involvement of students in decision making.

Most of the student leaders further indicated that principals are not involving students in setting the school food menu ( $M = 2.8$ ,  $SD = 0.4$ ), setting school routine ( $M = 2.7$ ,  $SD = 0.7$ ) and identifying school needs for budgeting process ( $M = 2.7$ ,  $SD = 1.0$ ). This finding concurs with Kagendo et al. (2019) finding that the recurrent student indiscipline in form of unrests that resulted to wanton destruction of property through arson, arose mainly from undesired school routine, food issues, and school finance. According, to the interviewed teachers, school administration overload hours after school formal time including weekends with supervised academic work. The reasoning being that busy students may not have time to plan evil. Some teachers also indicted principals of feeding students with monotonous, low quality and small quantity rations of food. Teachers went further and alleged that the food sector especially for boarding schools is a money minting sector for some principals who after normal budgeting go for cheap supplies. As students get increasingly enlightened about finance and budgeting, school finance management becomes a borne of contention where students protest of being given a raw deal. Kagendo et al. (2019) aver that the students incessant desire to destroy school property is a reflection of the feeling of alienation rather than of ownership of the schools, they attend.

Overall, the level of principal involvement of student leaders in school management was rated low (Mean = 2.8, SD = 0.8). However, the study found that principal involvement of student leaders in school management had a statistical significant influence on students' discipline ( $\beta = -7.394$ ,  $t(199) = -3.944$ ,  $p < 0.05$ ). This affirms that principals' involvement of student leaders in school management serves to reduce cases of students' indiscipline in public secondary schools. These findings lend credence to the assertions of Brauckmann and Pashiardis (2016) that specific areas of school management require adjustment such as those that recognise students as important stakeholders in decision making process. Hence, these findings attest to the fact that the role of student leaders in different facets of school management as a strategy for reducing instances of school indiscipline cannot be overlooked.

### **5.2.2 Principals' Motivation of Peer Counselors and Students' Discipline in Public Secondary Schools**

The study established that principals rarely motivate peer counselors as a way of improving students' discipline in public secondary schools in Matungulu Sub County. In reference to section 4.5, 25% of student leaders indicated that principals sometimes motivate, 34 % rarely motivate while 31 % indicate that principals never motivate peer counsellors. Thus, principals were generally not supportive of peer counsellors implying that they did not consider them as an important factor in school management. This finding was in agreement with several other studies which established that although most principals regarded guidance and counselling as an alternative to corporal punishment, they do very little to promote student peer counselling (Ambayo & Ngumi, 2013; Osodo et al.,2013; Chireshe, 2013).

It is unfortunate for principals to disregard the importance of peer counseling in especially maintaining students' discipline. Kavula (2014) argue that there is a likelihood of peer counselors to respond positively to messages from their peers, and influence them more effectively. In support of this sentiments, Wanjohi (2011) posit that students are more likely to approach their peers, put a question to them and respond more positively their peers advice. Nonetheless, some principals involved student peer counsellors in management of student affairs (Table 4.6) such as rehabilitation of students in drugs and alcohol abuse (Mean = 3.6, SD = 0.6). Student peer counsellors are also entrusted in assisting students personal conflicts mediation as well as rehabilitating students with chronic indiscipline as recommended by their principals. The study findings was similar to Chepkemei (2014) and Ngotho (2013) who found that peer counsellors were used in dealing with minor cases of student smokers and chronic absenteeism. With appropriate professional training peer counsellors could even deal with drug addict cases.

The study, however, found that most of student peer counsellors in Matungulu Sub County were neither offered material (Mean = 2.7, SD = 1.0) nor monetary rewards (Mean = 2.6, SD = 0.7). Further, they hardly attend seminars for professional development (Mean = 2.5, SD = 1.0) as well as visting other peer counsellors for bench marking (Mean = 2.9, SD = 0.8). Thus, the level of motivation and empowerment may not be adequate to enable them surmount the tasks they are entrusted. Apart from being praised, they also need professional development and a lot of exposure through bench marking. The finding was similar to Osodo et al. (2016) and Chepkemei (2014) who established that in most schools peer counsellors are hardly motivated especially when the peer counsellor is not in the students'



council. Additionally, peer counsellors are hardly trained for the services they are expected to give. The situation was affirmed by some of the interviewed teachers who regretted that peer counsellors accomplish their best with no incentives. However, most of the interviewed principals painted a different picture and claimed that the peer counsellors are periodically recognized and rewarded with some tangible presents. Kavula (2014) emphasizes the need to empower peer counsellors through constant training and bench marking to acquire the best practices in the field. By empowering as many peer counsellors as possible, guidance and counseling teacher department becomes more effective and gradually the school community benefits from the fact that student body will inclined to resolve the seemingly volatile situations amicably.

The study also found that in some schools, peer counsellors were well motivated. The principals sponsored them to attend seminars and also invited some resource persons into the school who handled topics such as drug and substance abuse, sexuality. In addition, they visited other schools to interact and share good practices and challenges in course of their work. Inferential statistics showed that the level of principals motivation of peer counsellors had a statistically significant influence on the level of students' discipline ( $\beta = -9.675$ ,  $t(199) = -2.920$ ,  $p < 0.05$ ). These findings further corroborate the findings of a study conducted in China in which Gonzalez-DeHass, Willems and Doan Holbein (2016) established that students who have high achievers as their role models in their early life experience would develop a high need for achievement by avoiding unbecoming behaviour patterns such as students' discipline. In the same token, these findings are consistent with the findings of a study conducted in the United Kingdom in which Docking (2016) established

that a principal must reward peer counselors every single time at first, though with care frequency of reward might be reduced later. Docking (2016) established that more successful reward-systems use procedures to both increase desirable behaviors and reduce cases of students' discipline amongst students. In summary, principals' motivation of peer counselors offers an opportunity for students to acquire skills to be able to effectively monitor their behaviour and those of their colleagues and hence, stem unbecoming behaviour patterns.

### **5.2.3 Principals' Use of Mentorship Programmes and Students' Discipline in Public Secondary Schools**

The study established that mentorship programmes in secondary schools have become a common practice as a strategy for improving students' discipline. In reference to section 4.6, 40.0% of student leaders rated principals' frequency of organizing mentorship programmes as 'often' and 'very often'. Ironically, almost the same percentage (39.0%) of students indicated that principals organization of mentorship programme happened sometimes. Cognate to the study, Wambua et al., (2017) established that student mentoring was practised in majority of schools in Machakos County resulting to reduced cases of indiscipline.

Most of the principals were supportive of students' mentorship programmes by either getting involved or encouraging those who offer to facilitate. In particular, student leaders agreed that principals mentor students on how to attain academic excellence, healthy living practices, obeying rules and regulations in school and beyond, and self respect and respect of others. However, principals were rated low on being keen on students mentorship in sexuality (Mean = 2.7, SD = 0.8), goal setting in life (Mean = 2.9, SD = 0.6) and mentoring students on healthy eating

(Mean = 2.6, SD = 1.2). Thus, principals failure to ensure students are mentored on sexuality and food issues posed a threat to student discipline. However, the interviewed principals and teachers indicated that they usually enlisted resource persons from a particular sector to mentor and advice students appropriately. The foregoing findings are supported by Pita, Ramirez, Joacin, Prentice and Clarke (2013) whose study on undergraduate students, demonstrated that mentoring provided an exceptionally positive experience for students. However, Mulwa (2014) cautions that teachers and principals should take upon themselves to mentor students frequently on crucial matters such as sexuality and drugs and alcohol abuse being the most frequent source of indiscipline.

Overall, student leaders indicated that principals use mentoring programmes in enhancing students' discipline in public secondary schools in Matungulu Sub County (Mean = 3.3, SD = 0.7). It was further established that the level of principals' support of mentorship programmes had a statistically significant influence on the level of students' indiscipline cases ( $\beta = -12.370$ ,  $t(199) = -7.082$ ,  $p < 0.05$ ). Thus, the principals' organization of mentorship programmes plays a major role in improving levels of discipline among students in secondary schools. Cognate to the finding of the study, Wambua et al. (2017), found a weak but mainly significant correlation between use of mentoring on academic excellence, successful alumni, mentoring on ethical living and student discipline. For instance, use of successful alumni in mentoring showed a weak but significant relationship with reduced incidences of prevalence of strikes and demonstrations ( $r = -.094$ ), sneaking out of school ( $r = -.068$ ) and prevalence of drugs and substance abuse ( $r = -.058$ ) in a span of three years.

These findings corroborate the assertions of Thompson (2015) that principals and teachers provide emotional support by helping the students cope with feelings of isolation, anger and frustration which could arise from their day-to-day academic and social interactions and experiences. According to Thompson (2015), principals indicated that they often source for mentors who advise students on benefits of good behaviour and adhering to school rules and regulations. These findings further corroborate the assertions of Lewis and Sugai (2016) that a mentorship programme benefits students by helping them identify and set career goals, as well as guide them towards achieving these which greatly enhances students' career prospects. Further, these findings support the assertions of Slicker and Palmer (2016) that mentoring is key to the management of students' discipline and focuses on diverse needs of learners ranging from psychological, spiritual, professional, economic and educational needs.

Slicker and Palmer (2016) further note that the major issues and components for mentoring are on study skills, peer pressure not to do drugs, premarital sex, skip classes but to stick to the narrow which includes adherence to school dress code, being respectful and gentle. This implies that the relationships between the mentor and mentee give the mentee a sense of being connected to the community where they may otherwise feel lost. In other words, mentorship programmes organized for students by principals have played a key role in reducing instances of indiscipline in public secondary schools.

#### **5.2.4 Principals' Forms of Communication and Students' Discipline in Public Secondary Schools**

Both quantitative and qualitative data established that secondary school principals use different channels of communication. These include; assemblies, notice boards (memos, circulars, notices), newsletter, open barazas, and through teachers and students. It was established that most of the head teachers communicated mainly during school assemblies and to a very small extent through the other channels. Communication through school assemblies is normally effective in conveying first hand information to the students because they are held regularly and all students and teachers are assumed present during the assembly. However, the information is normally one way giving no room for any discussion. As indicated by most of student leaders and the interviewed teachers, the principals regular harangues do very little to stem the rising student indiscipline. This finding corroborates Katua (2019) and Kindiki (2009) finding that communication through school assemblies had no room for immediate feedback as well as negotiation and there was a need to support with other more consultative and democratic channels.

In order to open more dialogue with students and reduce strikes and unrests, the government has encouraged principals to initiate open barazas where students can air their grievances in the absence of teachers, use of suggestion box, guidance and counselling sessions and class meetings. However, most of the student leaders disagreed that principals conducted open barazas (Mean = 2.9, SD = 0.8). Additionally, most of the student leaders refuted that their principals encouraged use of the suggestion box (Mean = 2.9, SD = 0.6). This was confirmed by some of the interviewed teachers who also indicated that some schools did not have suggestion

boxes. According to these teachers, lack of open barazas and suggestion boxes caused students to feel being cut off from any recourse of their grievances and thus vent their anger through riots and destruction of property. The finding was consistent with Kindiki (2009) finding that lack of forums for students communication to the school authorities exacerbated the students unrest in most secondary schools in Kenya.

Wango (2009) and Mulwa (2014) opine that, the use of the suggestion box is an important form of effective communication in the school where anonymous suggestions or queries are raised by the students and school fraternity in general concerning pertinent school issues. Similarly, the Ministry of Education (MOE, 2008), affirms that holding formal meetings, allowing of open air discussions in schools, and installation of suggestion boxes allow students and staff to 'let off steam' from the strain and stress of the educational process.

In reference to Figure 4.5, 65% of the student leaders indicated that class meeting was one of the most frequent channels used by students to convey or discuss messages to the principal and teachers in Matungulu Sub county public secondary schools. In a similar study, Mulwa (2014) established that class meetings for collaborative decision making done within the school set up, enhanced discipline. Further Mulwa observed that class meetings enhanced decision making and learners concerns were communicated during class meetings. By attending class meetings, learners, teachers and the principals had an opportunity to converse together hence sharing concerns that were affecting learners at that particular moment.

The study also found that most of principals entertained briefing from student leaders when there were some tension among students (Mean = 3.6, SD = 0.8). In support of such a move, Katua (2019) emphasizes on the need for principals to adopt an open door policy in which students could converse with head of the institution at will to explain their problems and suggest new ideas. Under the open door policy, principals should be liberal, treat all students equally and embrace democratic form of school organization which allows students elect their own leaders. Further, Open door policy encourages students to embrace 21st century skills of innovation and creativity as opposed to closed door policy where students strive to conform to the established norms and standards, and thus, stifling creativity.

Overall, the study found that principals' use of various channels of communication had a statistically significant influence on the level of students' indiscipline cases ( $\beta = -8.212$ ,  $t(199) = -6.547$ ,  $p < 0.05$ ). This finding concurs Lazega (2015) who established that use of elaborate school policies, letters, memos, notices and announcements are often adopted by principals whose school report high levels of discipline and improved managerial efficiency. This was also consistent with the viewpoints held by Stasser and Stewart (2015) that principals who use various forms of informal communications which include; grapevine or informal rumor mill, and formal communications such as lectures and conferences enjoy higher level of students' discipline and academic performance. According to Teddlie and Reynolds (2016), school heads prefer using verbal communication to pass school decisions since it makes the process of conveying thoughts easier and faster, and it remains the most successful form of communication. In summary, forms of communication used

by secondary school principals immensely contribute to levels of discipline among students in public secondary schools.

### **5.3 Summary of Main Findings**

This section presents the summary of the study findings in accordance to the objectives of the study. The study found principals in Matungulu Sub County hardly involve students in setting or revising school rules and regulations. Further, most of principals were not involving students in setting the school food menu, setting school routine and identifying school needs for budgeting process. Incidentally, most of the recurrent incidences of student indiscipline emanated mainly from undesired school routine, food issues, and school finance.

Although most principals regarded guidance and counselling as fundamental in maintaining students discipline in Matungulu Sub County, they do very little to promote student peer counselling. Most of student peer counsellors were neither offered material nor monetary rewards. Further, they hardly attend seminars for professional development as well as visiting other peer counsellors for bench marking. This implies that their level of motivation and empowerment may not be adequate to enable them discharge their work effectively.

Most of the principals were supportive of students' mentorship programmes by either getting involved or encouraging those who offer to facilitate. Principals mentor students on how to attain academic excellence, healthy living practices, observe school rules and regulations, and have self respect. However, principals were not keen on students mentorship in sexuality, goal setting in life and students healthy eating habits. Lack of effective mentoring on these issues could be attributed



to surge in teenage pregnancies, life style diseases such as diabetes, and hopelessness resulting to suicidal tendencies among the students.

The study findings showed that principals in Matungulu Sub County use different channels of communication. However, most of the principals communicated mainly during school assemblies and to a very small extent through the other channels. Since the information conveyed during the school assemblies is one way, the views from students were systematically suppressed and many issues came to the fore after students' unrests. The interviewed senior teachers indicated that lack of open barazas and suggestion boxes caused students to feel being cut off from any recourse of their grievances and thus vent their anger through riots and destruction of property.

#### **5.4 Conclusions**

From the study findings and discussions the following conclusions were made:

Although public secondary schools principals in Matungulu Sub county involved student leaders in modelling behavior, management of peer pressure, resolving conflicts among students and dealing with students' welfare, they hardly involved them in crucial issues that were the source of frequent students' unrests.

In most schools, use of peer counselling as a viable way of linking the larger students body to the school administration was overlooked. Though they existed in all schools, their presence and actions were never noticed or felt. Nonetheless, students mentorship was often done by the principals, teachers and other invited personnel. However, mentorship alone could not be effective in resolving students issues. Finally, the study concludes that principals rampant use of one way communication,

thwarted students' attempt to put across their issues democratically, resulting to serious outbursts of violence and anarchy.

### **5.5 Recommendations**

The following recommendations were made based on the findings and conclusions made.

- i. In order to cultivate students' sense of ownership of school management systems such as school routine, food menu, rules and regulations, principals should involve them to a larger extent. By so doing, dialogue can be initiated when conflicts arise.
- ii. Principals should prioritize use of peer counsellors as a strategy of maintaining discipline among secondary students. The guidance and counselling teachers are normally overwhelmed by the various issues that emerge from the large number of students. This can only be resolved through a well motivated body of student peer counsellors. Thus, principals should budget for capacity building, bench marking and extrinsic motivation of student peer counsellors.
- iii. In regard to students' mentorship, a mentorship programme should always be drawn at the beginning of each year, and implemented with fidelity. Principals through the BOM can explore on ways of forming useful partnerships with various professionals such as doctors, psychologists, nutritionists and motivational speakers in a bid to ensure the students are kept abreast with the essential life skills and up to date information.
- iv. The aftermath of communication breakdown in Matungulu public secondary schools can be avoided through principals' effective use of various channels

of communication. The constant communication through open barazas, suggestion boxes, class meeting and others where students can take part in a discussion, would serve as a safety valve to reduce sudden and serious students' vent of frustrations and discontent.

### **5.6 Suggestions for Further Research**

- i. A study should be carried out to assess the influence of principals' demographic characteristics on students' discipline in secondary schools.
- ii. A study could be conducted to examine the extent to which disciplinary measures influence students' discipline in public secondary schools.
- iii. A study could be carried out to determine the influence of principals' attitude on students' discipline in public secondary schools.

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**APPENDIX I: TRANSMITTAL LETTER**

**Dear Sir/Madam,**

**RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a graduate student undertaking a Master of Education in Educational Administration course at Africa Nazarene University. I am required to submit, as part of my research work assessment, a research thesis on **“Influence of Principals’ Management Practices on Discipline among Students in Public Secondary Schools in Matungulu Sub-county, Machakos County, Kenya”**. To achieve this, you have been selected to participate in the study. I kindly request the respondents to participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. The researcher will also share findings of the study with the respondents. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Bernard Itumo Malonza

Researcher

## APPENDIX II: INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Administration at African Nazarene University. My topic of research is: **Influence of Principals' Management Practices on Discipline among Students in Public Secondary Schools in Matungulu Sub-county, Machakos County, Kenya.**

For this study, I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. The research will not benefit you personally. Your participation is totally voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below. In case of any complaint, please contact;

### Participant:

Code of Participant	Signature	Date
---------------------	-----------	------

### Researcher:

Name of Researcher	Signature	Date
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### APPENDIX III: QUESTIONNAIRE FOR STUDENT LEADERS

Dear respondent,

The researcher is a graduate student undertaking a degree course in Master of Education in Educational Administration in Africa Nazarene University carrying out a research on an **Influence of Principals' Management Practices on Discipline among Students in Public Secondary Schools in Matungulu Sub-county, Machakos County, Kenya**. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

#### Section A: General Information

*Instruction: Please tick against your most appropriate answer and fill the spaces provided.*

1. Gender: Male  Female

2. Class

Form I  Form II  Form III  Form IV

#### Section B: Principal's Involvement of Student Leaders in School Management and Students' Discipline

1. In a scale of 1-5, rate how often your principal involve student leaders in school management

Very Often (5)  Often (4)  Sometimes (3)

Rarely (2)  Never (1)

2. Rate the extent to which you agree with the following statements on how your principal's involves student leaders in school management.

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree



No.	Statement	SA	A	U	D	SD
		5	4	3	2	1
i	My school principal’s involves student leaders in modeling behavior					
ii	My principal involves student leaders in setting or revising school rules and regulations					
iii	My school involves student leaders in management of peer pressure					
iv	Representatives of student leaders are sometimes invited in a staff meeting					
v	Representatives of student leaders are sometimes invited in the school BOM meeting					
vi	Student leaders are entrusted in resolving conflicts among students					
vii	My principal involves student leaders in students’ welfare					
viii	My principal involves student leaders in setting the school menu					
ix	My principal involves student leaders in setting the school routine					
x	Student leaders are involved in identifying schools needs for budgeting purposes					
xi	Student leaders are involved in spiritual nourishment in the school					
xii	Student leaders are involved in addressing various issues during school assemblies					

3. How do you think the extent of your involvement in the above areas influence the overall students discipline?

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**Section C: Principal’s Motivation of Peer Counselors and Students’ Discipline**

4. In a scale of 1-5, rate how often your principal motivates peer counselors
- Very Often (5)      [ ]    Often (4)      [ ]    Sometimes (3) [ ]
- Rarely (2)            [ ]    Never (1)      [ ]

5. Please, rate the extent to which your principal motivates peer counselors in your school using the following scale.

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**--Strongly Disagree

No.	Statement	SA	A	U	D	SD
		5	4	3	2	1
i	My principal recognize the work done by student peer counsellors by praising them during the school gatherings					
ii	My principal motivates student peer counsellors by offering them material rewards					
iii	In my school, student peer counsellors visit other schools for bench marking					
iv	In my school, peer counsellors attend seminars for professional development					
v	My principal conducts meeting with student peer counsellors					
vi	In my school, peer counsellors are involved in rehabilitating students in drugs and alcohol abuse					
vii	In my school, peer counsellors are entrusted in assisting students personal conflicts mediation					
viii	My principal make referral for students with chronic indiscipline to peer counsellors					

6. How do think principal’s motivation of peer counsellors has influenced students’ discipline in your school?

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**Section D: Principal's use of Mentorship Programmes and Students' Discipline**

7. In a scale of 1-5, rate how often your secondary school principal organizes mentorship programmes for students

Very Often (5)      [   ]    Often (4)      [   ]    Sometimes (3)   [   ]  
 Rarely (2)          [   ]    Never (1)      [   ]

8. Please, rate the extent to which you agree with the following statements on your principal's support of mentorship programmes.

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**--Strongly Disagree

No.	Statement	SA	A	U	D	SD
		5	4	3	2	1
i	My principal mentors students on how to attain academic excellence					
ii	My principal organizes mentorship programmes to advise students on career choice					
iii	My principal advise and mentors students on healthy living practices					
iv	My principal is keen on students mentorship in sexuality					
v	My principal facilitates mentors/resource persons from outside our school					
vi	My principal encourages class teachers and class monitors to mentor students at class level					
vii	During our assemblies students are oftenly mentored on goal setting in life					
viii	My head teacher is keen on mentoring students in obeying rules and regulations in school and beyond					
ix	My principal supports students mentorship on self respect and respect of others					

9. How do you think the principal’s support of students’ mentorship has influenced the students discipline?

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**Section E: Principal’ Channels of Communication and Students’ Discipline**

10. (a) State four most frequent channels of communication used by your school principal to communicate to students e.g. Sub County ranking of schools performance in joint examination put on the notice board.

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(b) State the four most frequent communication channels used by students to pass messages to the principal

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11. Please, rate the extent to which you agree with the following statements on your principal’s use of different forms of communication

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**--Strongly Disagree

No.	Statement	SA	A	U	D	SD
		5	4	3	2	1
i	Our principal communicates about student issues during school assemblies					
ii	My principal communicates through memos and circulars posted on notice boards					
iii	My principal communicates to us through barazas where everybody is free to air his or her views about different issues					
iv	In my secondary school, communication from principal is often done through student leaders'					
v	My principal communicates through class teachers					
vi	During barazas, students put across their grievances without fear of victimization					
vii	Our principal encourages students to make use of suggestion box					
viii	Our principal entertains briefing from student leaders when there is some tension among students					

12. How do you think principal's communication has influenced students discipline in your school?

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Thank you,

Bernard Itumo Malonza

## **APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS AND TEACHERS**

Dear respondent,

The researcher is a graduate student undertaking a degree course in Master of Education in Educational Administration in Africa Nazarene University carrying out a research on an **Influence of Principals' Management Practices on Discipline among Students in Public Secondary Schools in Matungulu Sub-county, Machakos County, Kenya**. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

### **Section A: General Information**

1. Gender:.....
2. What is your highest level of education?.....

### **Section B: Levels of Discipline amongst Students in Public Secondary Schools**

1. How would you rate the levels of discipline in your secondary school?  
 .....  
 .....
2. Which type of indiscipline issues involving many students have occurred in your school in the last two years?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. How do you deal with errant students?  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Section C: Influence of Principals' Involvement of Student Leaders on Students' Discipline**

1. In which ways do you involve student leaders on students' discipline?

.....  
 .....

2. How does your involvement of student leaders influence students' discipline in public secondary schools?

.....  
 .....

**Section D: Influence of Principals' Motivation of Peer Counselors and Students' Discipline in Public Secondary Schools**

1. How often do you motivate peer counselors in your school?

.....

2. What is the influence of motivation of peer counselors on students' discipline in public secondary schools?

.....  
 .....

**Section E: Influence of Principals' Use of Mentorship Programmes on Students' Discipline in Public Secondary Schools**

1. How often do you organize mentorship programmes for students?

.....

2. To what extent does use of mentorship programmes influence students' discipline in public secondary schools?

.....  
.....

**Section F: Influence of Principals' Forms of Communication and Students'**

**Discipline in Public Secondary Schools**

1. What are some of the most forms of communication you use on a daily basis?

.....

2. How do your forms of communication influence students' discipline in public secondary schools?

.....

Thank you,

Bernard Itumo Malonza



### APPENDIX V: DOCUMENT CONTENT ANALYSIS

#### Frequency of Indiscipline Cases Among Public Secondary School Students in Matungulu Sub County

S/N	Secondary School	Number of Unrests/Class boycotts/Indiscipline involving at least one class in a school for the last two years (2017 & 2018)
1	A	10
2	B	6
3	C	15
4	D	5
5	E	11
6	F	6
7	G	5
8	H	4
9	I	20
10	J	14
11	K	2
12	L	0
13	M	22
14	N	8
15	O	3
16	P	1
17	Q	15
18	R	7
19	S	12
20	T	10
21	U	6
22	V	4

**APPENDIX VI: INTRODUCTION LETTER FROM AFRICA NAZARENE  
UNIVERSITY**



**AFRICA NAZARENE**  
UNIVERSITY

7<sup>th</sup> February 2020

**Re: To Whom it may concern**






Malonza Bernard Itumo (13J05CMED005) is a bonafide student at Africa Nazarene University. He has finished his course work and has defended his thesis proposal *"Influence of Principals' Management Practices on Discipline Among Students in Public Secondary Schools in Matunguru Sub County, Machakos County, Kenya."*

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

A handwritten signature in black ink that reads 'Rodney Reed'.

**Prof. Rodney Reed**  
DVC, Academic Affairs

## APPENDIX VII: AUTHORIZATION LETTER FROM NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 549628	Date of Issue: 28/March/2020
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr. BERNARD MALONZA ITUMO of Africa Nazarene University, has been licensed to conduct research in Machakos on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON DISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MATUNGULU SUB COUNTY, MACHAKOS COUNTY, KENYA for the period ending : 28/March/2021.</p>	
License No: NACOSTI/P/20/3942	
549628	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

**APPENDIX VIII: RESEARCH AUTHORIZATION LETTER FROM  
COUNTY COMMISSIONER, MACHAKOS**



**THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Telephone: 21009 and 21983 - 90100  
Email Address: countycom/masaku@gmail.com  
Fax No. 044-21999

OFFICE OF THE  
County Commissioner  
P.O. Box 1 - 90100  
MACHAKOS.

When replying please quote:

**REF NO. CC/ST/ADMS/9VOL.111/236**

**DATE: 30<sup>th</sup> March, 2020**

The Deputy County Commissioner  
**MATUNGULU SUB COUNTY**

**RE: RESEARCH AUTHORIZATION: BERNARD MALONZA**

The above named Student has been authorized to carry out a research on **"Influence of principals' management practices on discipline among students in public secondary schools in Matungulu Sub County"** in Machakos County, Kenya for the ending **28<sup>th</sup> March, 2021**.

Please be notified and accord him the necessary assistance.

COUNTY COMMISSIONER  
MACHAKOS  
P.O. Box 1 MACHAKOS

S. WAMBUGU  
For: COUNTY COMMISSIONER  
**MACHAKOS**



**APPENDIX X: RESEARCH AUTHORIZATION LETTER FROM THE  
COUNTY OF MACHAKOS**

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF MACHAKOS

DEPARTMENT OF EDUCATION, SKILLS TRAINING, & SOCIAL WELFARE

Telephone: +254-44-20176

Fax: +254-44-20653

[Education@machakogovernment.co.ke](mailto:Education@machakogovernment.co.ke)

Machakos Highway

P.O. BOX 3565-90100

Machakos, Kenya

Our ref: MCG/DOEN/CO-GEN/VIL/1/2020(2)

30<sup>th</sup> March, 2020

**Bernard Malonza Itumo**

Africa Nazarene University

P.O Box 53067 -00200

Nairobi, Kenya.

**RE: RESEARCH AUTHORIZATION**

Reference is made to your research permit No: NACOSTI/P/2/3942 issued by National Commission for Science, Technology and Innovation, dated 28/03/2020.

You are hereby authorized to carry your research on **'INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON DISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN MATUNGULU SUB-COUNTY, MACHAKOS COUNTY, KENYA'**.

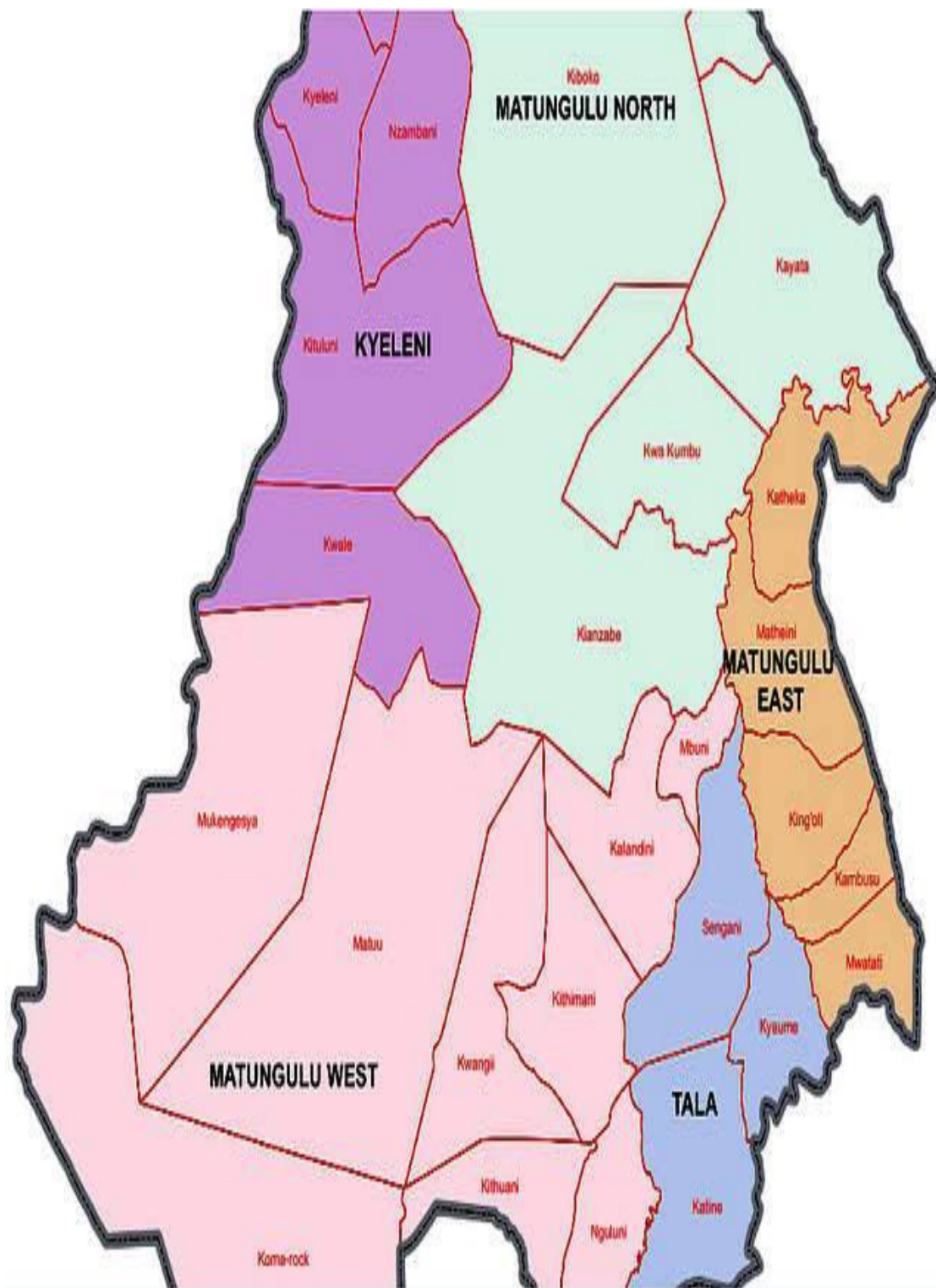
Best wishes.

COUNTY GOVERNMENT OF MACHAKOS  
DEPT. OF EDUCATION, SKILLS TRAINING  
AND SOCIAL WELFARE  
P.O. Box 3565 - 90100 MACHAKOS

J. Kilenzo Muthama

**Chief Officer – Education and Skills Training**

**APPENDIX XI: THE MAP OF MATUNGULU CONSTITUENCY**



**Source: IEBC (2012)**