

**INFLUENCE OF SCHOOL RULES ON THE MANAGEMENT OF DISCIPLINE IN  
PUBLIC SECONDARY SCHOOLS IN KISUMU CENTRAL SUB-COUNTY, KENYA**

**BY  
JOSEPH OKAKA OPANDE**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL  
ADMINISTRATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND FOUNDATIONS**

**MASENO UNIVERSITY**

**©2018**

## ABSTRACT

School rules world over are meant to streamline behavior of students so that discipline is well managed in learning institutions. The Government of Kenya has put in place several policy guidelines on school rules for discipline management. However, discipline incidents seem to be more prevalent in secondary schools in Kisumu Central compared to other sub counties within the county, accounting for 33.5% and 33.7% of total cases in 2013 (n=1439) and 2014 (n=1472) respectively. Limited information is available that such discipline occurrences in secondary schools are caused by the nature and implementation procedure of school rules. The purpose of this study was to assess the influence of school rules on the management of discipline in public secondary schools in Kisumu Central Sub County. Specific objectives were the assessment of discipline management influenced by school rules in public secondary schools, the nature of school rules and the procedure of implementation of school rule. The conceptual framework was derived from education policy. The study adopted descriptive and correlational research designs. Target population was 122 respondents comprising of 12 principals, 74 teachers in the disciplinary committees in schools, 12 chairpersons of the schools' Parents Association and 24 student council leaders. Saturated technique was used to sample 110 respondents comprising of 10 principals, 70 teachers 10 Parents Association chairs and 20 student council leaders. Questionnaire was used to collect data from principals, teachers, Parents Association chair persons and Student leaders. An interview schedule was administered on Sub County Quality Assurance and Standards Officer. Validity was done by consulting experts from the Department of Education during construction of the tools. Reliability was tested through test-retest, where an index of 0.7 and above was obtained for all the objectives. Thematic analysis was used to analyse qualitative data. Regression was used to analyse quantitative data. It was found that nature of rules ( $\beta = -.334$ ;  $p < 0.029$ ) and implementation procedure ( $\beta = .710$ ;  $p < 0.000$ ) have positive and significant relationship with discipline management. The two variables contribute 43.6% variation in the management of student discipline. Formulation of school rules, implementation procedure should include all stakeholders and school rules should be continuously revised to be in alignment. Further studies should be done to assess implementation procedure of school rules in Kisumu Central Sub County. The findings are significant to the school managers, Ministry of Education and all education stakeholders on the management of discipline in line with school rules.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

In every organization, learning institutions included, there are basic behavior requirements that are expected of every member of that organization and which (expected behavior) are important in ensuring that peace and harmonious co-existence is maintained (Temitayo, Mohammed, Nayaya and Ajibola (2013). Sometimes referred to as code of conduct, school rules spell out among other things, consequences expected in the event that one goes against them. The efficiency and effectiveness of all organizational activities depend on the organizational degree in adhering with the set school rules or code of conduct. School rules are meant to bring discipline in an organization (Simatwa, 2012).

Simatwa (2012) defined rules as set of orders, laws, controlling measures followed during certain conditions or times. School rules, therefore, are orders or laws that are meant to control behavior during certain conditions or times within an organization. Otieno (2004) avers that school rules are meant to uphold morals and the dignity of established authority. Disrespect for morals and dignity of established authority can result into chaos, rebellion, and lack of achievement of organizational objectives and goals. This is a situation of indiscipline, where orders are not followed, established authorities are not respected, and moral values and culture of an organization not adhered to.

Discipline, on the other hand, can be defined as the action by management to enforce organizational standards, or school rules (Joubert & Bray, 2007). Discipline is generally a means to bring control, train to obedience and order or law. According to Reyes (2006), discipline refers to a systematic instruction given to a student. He states that discipline means to instruct a person

to follow a particular code of conduct, and the phrase “to discipline” carries a negative connotation. This is because enforcement of order or ensuring that instructions are carried out is often regulated through punishment. Discipline management, according to Joubert & Bray (2007), refers to handling or controlling discipline successfully and effectively; it is how stakeholders, for example, in a school execute their task of handling or controlling discipline.

Learning institutions are essential in ensuring that skilled manpower and requisite human capital are available in every country. Nakpodia (2010) avers that students are priceless assets and most essential elements in education, and that it is necessary to direct them to exhibit acceptable attitude and behavior within and outside the school. Therefore to achieve an organized and peaceful school environment and to maintain law and order, school management should specify school rules to guide the activities of the entire student population. However, the extent to which school rules influence the management of student discipline is yet to be proved owing to the fact that student indiscipline is still prevalence in many regions across the globe.

In America, the U.S. Government designed the State School Discipline Laws and Administrative Regulations to help State and local policymakers as well as school-level personnel better understand the current legal and policy provisions surrounding school discipline practices in the country, (Darling-Churchill, Stuart-Cassel, Ryberg, Schimitz, Balch, Bezingue & Conway, 2013). It provides information on school discipline laws and administrative regulations for each of the 50 states, Washington, D.C., and Puerto Rico, effective as of May, 2013. It provides State-level discipline related statutes, discipline-related regulations, and other discipline-related issues. In addition, the collected discipline school rules for each jurisdiction are categorized by the type of specific discipline issue they address. For example, one category covers state laws or regulations mandating specific disciplinary sanctions (such as suspension) and for specific



offenses (like possession of drugs on school grounds). Nonetheless, there is limited information with regard to the effectiveness of such rules in managing student discipline in the U.S.

In the United Kingdom, each education council is expected to formulate clear and proactive school rules, and reactive disciplinary procedures to ensure that pupils know what behaviour is expected of them and what the consequences are of not meeting these expectations (Gregory *et al*, 2010). It however remains to be established whether the formulated school rules in the U.K aid in the management of student discipline.

In Africa, section 8 of the South African Schools Act (84 of 1996) requires a governing body of a public school to adopt a Code of Conduct (Republic of South Africa, 1996). The SA Government Gazette (no.18900 of 15 May 1998) sets out guidelines for the consideration of governing bodies in adopting a code of conduct for learners. School governing bodies must adopt a code of conduct which is aimed at managing discipline within the school, although the success of such code of conducts has not been evaluated.

In Kenya, the Legal Notice No. 40/1972 (Education Act Cap 211, 1980) was set to provide a legal framework for the initiation of school rules to help manage discipline in schools. Although this Legal Notice No 40/1972 has been revised to conform with local and international trends on laws as in Children's Act, 2001 (Republic of Kenya 2001a), Basic Education Act, 2013 and UNICEF & GoK, 2010), the noble spirit of enabling learning institutions to establish requisite school rules to manage discipline of students remains, (Republic of Kenya,2012). However, information with regard to how initiated school rules have influenced the management of student discipline in public secondary schools remains scanty.



The discipline issue has been dodging learning institutions most of times all over the World. In places like USA, students have even pointed guns at their teachers (Kriener, 2000), and cases of gang recruitment, rivalry, drug abuse and trafficking have penetrated the student population. These have become so rampant to the point that the State has set up legal framework for school administrators on how to conduct searches in students' pockets, lockers, and handbags (State DOE, 2013). In South Africa within Nkangala Region, discipline problems are rampant even in primary schools where pupils threaten one another, use abusive language against each other, bully junior students and sometimes even junior teachers, and lack concentration in class due to persistent drug use (Jimi, 2008). These occurrences tend to question the influence of school code of conduct or rules in the management of student discipline.

According to Squelch (2000), management of discipline is a responsibility of all stakeholders in the school: the principal, the teachers, and the parents. The role of the principal is to implement government policy regarding regulations or management of discipline, while the teachers are responsible for the day to day implementation of school rules governing discipline (Nakpodia, 2010). The parents, on the other hand, are expected to know the school's code of conduct and encourage the child to uphold it, strengthen the code of conduct by taking primary responsibility for the child's discipline, create a safe atmosphere for the child so that he/she can grow and develop positively, ensure the child's regular and punctual attendance at school and to communicate reasons for the child's absence to the school (EMDC, 2007). To this end, there was need to establish whether each stakeholder in discipline management is appropriately playing his/her role, and the effect that this has born on discipline management in public secondary schools

The first case of student unrest in Kenya was recorded in 1908 (Republic of Kenya 2001c). Consequently, further unrests necessitated the Kenyan government to issue the Legal Notice No. 40/1972 (Education Act Cap 211, 1980) to provide a legal framework for the initiation of school rules to help manage discipline in schools. Although this Legal Notice No 40/1972 has been revised by Legal Notice No 56/2001 (Republic of Kenya 2001b) to conform with local and international trends on laws as in Children's Act, 2001 (Republic of Kenya 2001a); Education Act, 2013 and UNICEF & GoK, 2010), the spirit of enabling learning institutions to establish requisite school rules to manage discipline of students remains (Republic of Kenya, 2012). It is however unclear whether management of public secondary schools have formulated rules with appropriate nature suitable to manage student discipline.

Further, between 2000 and 2001, Kenya experienced quite a lot of discipline cases among learning institutions, with destructive violent situations where over 250 (7.73%) schools were disrupted because of student strikes and rioting (Republic of Kenya, 2001c). Investigations over the causes of the strikes established that students were complaining over, among others, unfairly strict school rules. This prompted the government to make several recommendations in student management among them appropriate school rules where students participate in their design and that each rule has a consequence if not observed. Information with regard to the extent to which such rules have led to the management of student discipline among secondary schools is, however, scanty.

Despite the enactment of legal frameworks as a basis for formulation of school rules to manage discipline in schools, student indiscipline is still being reported across the country. In Kisumu Central Sub County, for instance, various disciplinary cases were reported by school administration ranging from absenteeism, lateness, disobedience to the school authority, fighting,



sneaking out of school, exam dishonesty, carrying of mobile phones on the school compound and drugs and substance abuse. Table 1.1 shows reported cases of disciplinary issues obtained from 10 public secondary schools in Kisumu Central Sub County between 2012 and 2014.

**Table 1.1: Types Disciplinary problems experienced in 10 public secondary schools in Kisumu Central Sub County.**

<b>Disciplinary problem</b>	<b>2012</b>	<b>%</b>	<b>2013</b>	<b>%</b>	<b>2014</b>	<b>%</b>
Absenteeism	103	28.9	121	25.1	94	19
Fighting	18	5.1	65	13.5	64	12.9
Disobedience	74	20.8	75	15.6	80	16.1
Sneaking	33	9.3	49	10.2	70	14.1
Exam cheating	29	8.1	38	7.9	38	7.7
Carrying of mobile phone	28	7.9	56	11.6	70	14.1
Lateness	64	18	73	15.1	65	13.1
Drug and substance abuse	7	2	5	1	15	3
<b>Total</b>	<b>356</b>	<b>100</b>	<b>482</b>	<b>100</b>	<b>496</b>	<b>100</b>

Source: Records of Disciplinary Issues obtained from 10 public secondary schools between 2012 and 2014.

Statistics provided in Table 1.1 illustrates a summary of many disciplinary issues most frequent in public secondary schools in Kisumu Central Sub County. It shows that unpermitted absenteeism, with 28.9%; 25.1%, and 19% of all incidents during 2012, 2013, and 2014 respectively ranked the highest among the public secondary schools. Absenteeism in this study was based on failure to adequately account for the absence of the student(s) as some leave home to school at the same time they (learners) are not in school. Thus 'absenteeism' in this context is the unaccounted absence of the student. Lateness (failure by student(s) to observe school timelines without adequate reason or permission) and disobedience cases were also outstanding disciplinary themes in public secondary schools in Kisumu Central Sub County, while drug and



substance abuse and exam cheating remain low in these schools, although the few cases of the vice are quite alarming. It is, however, yet to be established whether or not there are more effective rules relating to drug and substance abuse and exam cheating on one hand, and weak rules or ineffective rules that relate to absenteeism, lateness and disobedience. Equally, there is limited information as to whether implementation procedure of school rules is stricter on some disciplinary themes than others.

While the education ministry has been mandated with supervisory powers to oversee the implementation of school rules in managing student discipline, the effectiveness of this supervisory role in ensuring that the requisite school rules are put in place has not been independently investigated and established. Similarly, the nature of rules that have been drawn by each school has not been investigated and their suitability in managing student discipline established. Furthermore, disciplinary problems at the school level should not be attributed to the ineffectiveness of school rules alone, but the inadequacy of guidance and counseling, as well as implementation procedures put in place by school management (Nasibi, 2003), which resonates from the principal's management style (Kiprop, 2012; Wasonga, 2014). There exist little evidence of any investigations to establish the nature of rules put in place by school administration, the procedure put in place for the implementation of school rules, and specific disciplinary problems targeted by these school rules in public secondary schools in Kenya, and it is intended that this study may fill this gap.

Kisumu County has seven (7) sub counties, and records obtained from the County Director of Education indicate Kisumu Central Sub County has experienced more disciplinary issues than the rest of the sub counties between 2013 and 2014. Table 1.2 indicates instances of lateness, absenteeism, fighting within the school compound, disobedience, sneaking out of school, exam

cheating, being in possession of mobile phone within the school compound, and incidents of drug and substance abuse among students.

**Table 1.2: Instances of Disciplinary issues in Sub Counties of Kisumu County**

Sub County	2013	%	2014	%
Muhoroni	112	7.8	114	7.7
Nyando	135	9.4	138	9.4
Seme	102	7.1	114	7.7
Kisumu West	235	16.3	243	16.6
Kisumu East	253	17.6	248	16.8
Nyakach	120	8.3	119	8.1
<b>Kisumu Central</b>	<b>482</b>	<b>33.5</b>	<b>496</b>	<b>33.7</b>
<b>Total</b>	<b>1439</b>	<b>100</b>	<b>1472</b>	<b>100</b>

Source: County Director of Education- Kisumu (2015).

Table 1.2 illustrates reported instances of disciplinary themes amongst public secondary schools in sub counties of Kisumu. When instances of eight disciplinary themes are combined, it emerges that public secondary schools in Kisumu Central Sub County, with 33.5% in 2013 and 33.7% in 2014 of the combined disciplinary themes seem to have been bedeviled by the vice more than the other six sub counties. It has not been explained whether the nature and implementation of school rules have failed or not in managing student discipline in this sub county. This study intended to reveal the influence of school rules on the management of student discipline in the sub county.

Effective learning is only possible in a safe environment devoid of chaos, bullying and insecurity. The importance of discipline management in school cannot be downplayed, and this study was set to assess the effectiveness of school rules on the management of discipline in schools, with emphasis placed on the assessment of the nature of school rules put in place to manage student discipline; the establishment of the implementation procedure of school rules on



the management of student discipline in secondary schools and, the determination of disciplinary problems addressed by school rules in the management of discipline in secondary schools.

## **1.2 Statement of the Problem**

States all over the world have set up legal frameworks for the formulation of school rules to aid the management of student discipline. Laws prohibiting corporal punishment, like caning of students, have been enacted to help reduce cases of abuse which might escalate indiscipline in the school. In Kenya, the government has published and provided several guidelines in Books, Legal Notices, Acts of Parliament and Reports from Task Forces and Commissions on education to make up legal framework for the initiation of school rules to help manage student discipline. However, indiscipline cases have increasingly been reported in schools in Kenya. In 2001, Kenya recorded student unrest in over 250 schools, while between June to July 2008 alone, over 300 secondary schools went on rampage and school property worth millions of shillings was destroyed and one student died. Some regions have however, witnessed widespread incidents of student indiscipline than the others. For instance, between 2013 and 2014, Kisumu County reported 1439 and 1472 cases respectively of lateness, absenteeism, fighting within the school compound, disobedience, sneaking out of school, exam cheating, being in possession of mobile phones, and drugs and substance abuse cases. Among public secondary schools in the county, 33.5% of the 1439 student disciplinary cases reported in 2013 happened in Kisumu Central Sub County. Similarly, 33.7% of 1472 disciplinary cases reported in 2014 in the county occurred in the same sub county. These incidents question the nature of rules adopted by the schools in this sub county and the implementation procedure of the rules followed by the institutions. Studies have established that poorly implemented rules, whether badly or appropriately formulated, can lead to negative behavior among student population. Therefore, there is needed to determine the



relationship between school rules (the nature of rules and implementation procedure) and discipline management in public secondary schools.

### **1.3 Purpose of the Study**

The purpose of the study was to assess the influence of school rules on the management of discipline in public secondary schools in Kisumu Central Sub County.

### **1.4 Objectives of the Study**

The study was based on the following specific objectives.

- i. To determine the discipline management influenced by school rules in public secondary schools
- ii. To examine the nature of school rules and its influence on the management of student discipline in public secondary schools.
- iii. To establish the implementation procedure of school rules and its influence on the management of student discipline in public secondary schools.

### **1.5 Research Questions**

This study adopted the following research questions in order to achieve the above stated specific objectives:

- i) What is the extent of discipline management influenced by school rules in public secondary schools?
- ii) What is the nature of school rules and its influence on the management of student discipline in public secondary schools?
- iii) What is the implementation procedure of school rules and its influence on the management of student discipline in public secondary schools?

### **1.6 Significance of the Study**

The study aimed at assessing how school rules are applied in the management of student discipline in public secondary schools. The results of the study would be useful to the school management team and teachers on how best to handle discipline cases. It would also be useful to the student fraternity in navigating their unpredictable violent tendencies. The results would also help the Ministry of Education, the Children's department and even N.G.O's dealing in line with student discipline. It might also help the government to initiate and review standards, quality and relevance of legal statutes governing education and policy reforms. Finally, this study would be of great benefit to the scholars who are interested in understanding student behavior and steps that are taken in correcting disruptive behavior in public secondary schools, particularly during post corporal punishment era.

### **1.7 Scope of the Study**

The study covered the assessment of how school rules are applied in the management of discipline in public secondary schools in Kisumu Central Sub County. Particular areas of interest were to establish the nature of school rules employed in the management of discipline in secondary schools, the implementation procedure adopted in implementing school rules, and the management of discipline as signified by incidents disciplinary problems addressed by school rules in public secondary schools in Kisumu Central Sub County.

### **1.8 Limitation of the Study**

The researcher countered the below mentioned situations during this study:

- i) The study was limited to public secondary schools in Kisumu Central Sub-County. Other schools outside this area were not considered, hence nature of school rules and implementation procedures in those schools were not considered.

ii) Getting timely and possibly accurate information on the subject from the informants was a little bit difficult. Furthermore, circumstances arose after the data was collected and circumstances occurred that required to be captured again. For example, a wave of arson threatened to spread into schools which had previously recorded well managed discipline before. The researcher however restricted the study to data that had been collected and left any other emerging situations to new studies.

### **1.9 Assumptions of the Study**

To remain focused and relevant to the study objectives, the researcher made the following assumptions:

- i) All schools have written school rules
- ii) The School rules were in line with the requirement of the Education Act on management of student discipline.
- iii) There are disciplinary procedures in public secondary schools
- iv) The schools under study occasionally experience various disciplinary problems.
- v) The students under study do not exhibit any medical disorder that may compel them to be given special treatment.

### **1.10 Conceptual Framework**

The management of discipline in Kenyan schools is guided by school rules adopted from within the legal framework issued by the education ministry in Kenya. These are policy guidelines by the ministry on disciplinary school rules, and they (guidelines) specify the procedure through which school rules are to be implemented and finally specific student disciplinary problems that are supposed to be addressed by school rules. Therefore the nature of school rules and the procedure of implementing school rules are the independent variables of the study. Discipline



management denoted by incidents of disciplinary themes in the school was the dependent variable. Discipline management was thus conceptualized to depend on the nature of rules as well as appropriate procedure in the implementation of school rules. However, certain conditions must prevail. The administrative style must be democratic or participative, the communication type between teachers and students must be horizontal, and parents must understand and appreciate the school rules of the school, and educate their children on the same. These will be the intervening variables of the study. Figure 1.1 illustrates the conceptual framework guiding this study.

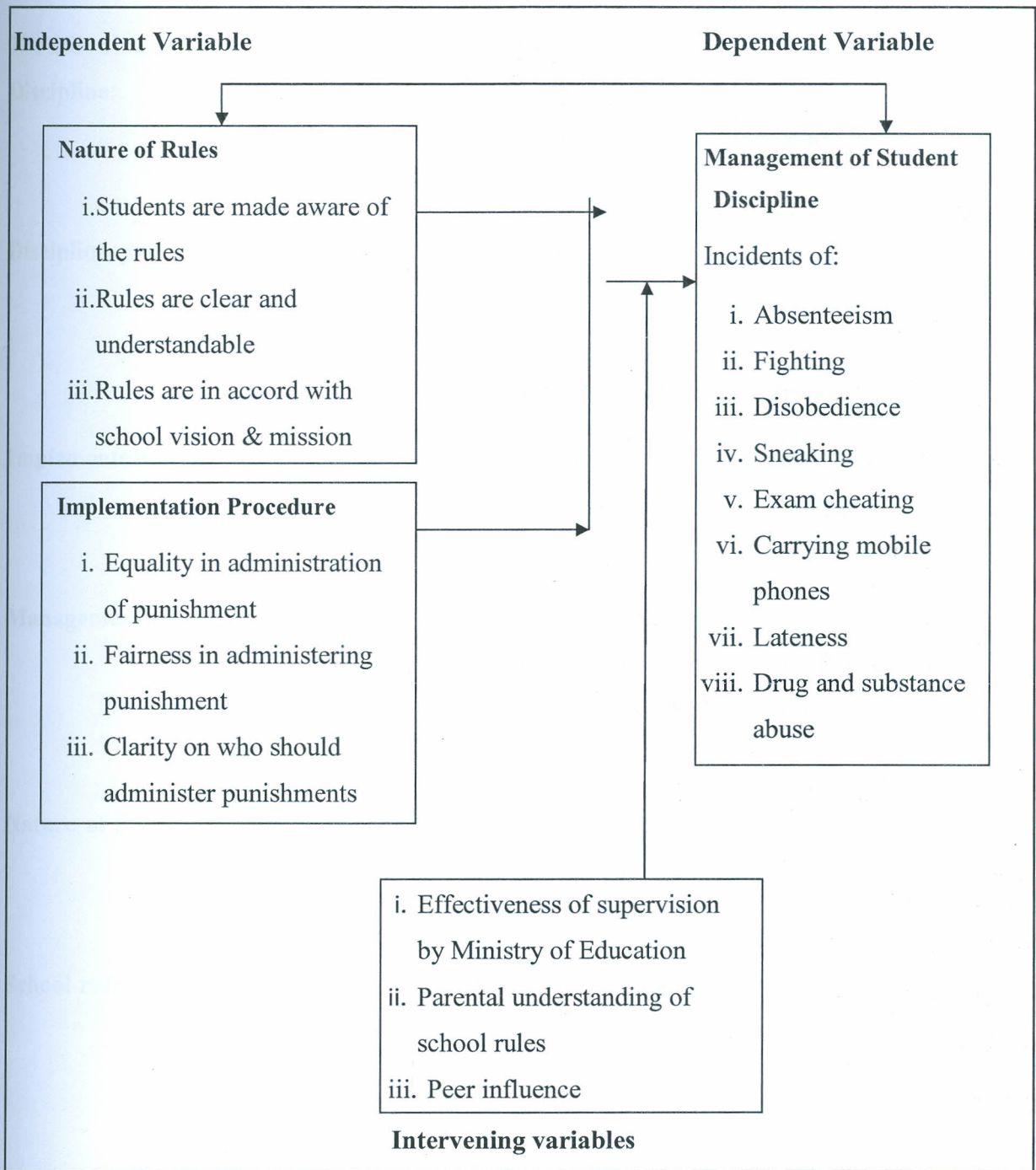


Figure 1.1: The relationship between nature of rules, implementation procedure, and management of student discipline

Source: Adopted from Republic of Kenya (2001c). Report on School Discipline.



## 1.11 Definition of Key Operational Terms

The following definitions refer to some terms as used in this study

**Discipline:** Refers to the state of adherence to code of conduct of a school by the student population. At the same it also means the action taken to correct a mistake.

**Disciplinary themes:** Refer to cases that depict lack of adherence to school code of conduct by the student population. In this the study it refers to discipline incidents on: absenteeism, fighting, disobedience, sneaking, exam cheating, carrying mobile phones to school, lateness, and drug and substance abuse.

**Implementation procedures:** Are steps followed in administering school rules to manage student discipline. This includes punishment, warning, and suspension among other steps that may be initiated.

**Management of student discipline:** The act of ensuring that the student population adheres to the school code of conduct by observing disciplinary themes i.e. ensuring good morals are generally upheld by student(s) as to obey school rules and respect orders from superiors.

**Nature of School rules:** Refers to the design of school rules, that is, how clear are the words used, short and simple to understand, are few as possible and clear terms for reward of good behaviour and punishment for breach of rules.

**School rules:** A set of manageable written principles and order used to guide students behavior and also outlines the consequences of breaking them in school.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This section reviews literature related to the nature of school rules, the implementation procedure of school rules, and the disciplinary problems addressed by school rules in public secondary schools.

#### 2.2 Management of Discipline Influenced by School Rules

Discipline is connected with training, guiding and arranging conditions of learning. Through good morals among the youth a good society can be moulded. However, throughout the world, cases of student indiscipline have increased in intensity and prevalence. Pupils' rebellion against established authority has occurred in every country with significant increase and intensity (Otieno, 2004) as illustrated by varying disciplinary incidents among students. According to Ouma, Simatwa, and Serem (2013) disciplinary cases common in public schools include lateness, absenteeism, fighting, truancy, bullying, and possession of pornographic materials, petty theft, glue sniffing, drug abuse, and cigarette smoking. Jimi (2008), on the other hand, observed that disciplinary problems in South African public schools include the use of abusive language, lack of concentration, late coming and threats by students against either each other or their teachers.

Lewis, Butler, Bonner, and Joubert (2010) used a sample of more than 3,500 African American males in a Midwestern urban school district of Texas (USA) to investigate the discipline patterns of African American males and school district responses that impact on their academic achievement on state standardized tests. The study found that that African Americans, as a whole, receive harsher punishments (i.e., out of school suspension and in school suspension)



than their White peers for similar acts of disobedience. As a result, African Americans are being suspended at rates higher than that of their counterparts leading to missed school days and missed opportunities to learn, due to more time spent serving suspensions. Similarly, fewer than 48% of African Americans within Cascade Independent School District (CISD) performed at Proficient Advanced (P&A) levels for reading. Only 36% of this group was deemed proficient or advanced for fourth grade, seventh grade, and ninth grade reading. Fewer than 36% of African Americans scored at this level for writing, with just 23% of fourth graders scoring at the P&A level. Perhaps even more daunting are the scores related to science and math proficiency. Fewer than 19% of eighth graders received a P&A score for science, and just 7% of ninth and tenth graders met P&A standards for math.

While the above study sought to investigate discipline patterns of African male students in America on their (students') academic performance, the current study seeks to assess the effect of school rules on the management of student discipline in secondary schools; not just on male students only.

Allen (2010) assessed the relationship between classroom management and bullying in the classroom in Rochester, USA. The process for exploring this relationship will be a review of research and literature related to bullying in the school environment, classroom management, teacher practices, and student behavior. These include harsh and punitive discipline methods, lower-quality classroom instruction, disorganized classroom and school settings, and student social structures characterized by antisocial behaviors.

Ali, Dada, Isiaka and Salmon (2014) sought to explore the various acts of indiscipline, its causes and how it is being managed in different school settings in Lagos, Nigeria. The population

covers all administrative staff, teaching staff and the students who were regarded as stakeholders of the school system. The findings of this study revealed that various acts of indiscipline were prevalent among secondary school students. It was also gathered that several factors like the schools, students and the society at large contributed greatly to the acts of indiscipline among the students. It was also found that reduction strategies employed by various schools are not effective.

Kiggundu (2009) assessed the influence of discipline management by head teachers on students' academic performance in selected private secondary schools of Busiro County in Wakiso District, Uganda. The study objectives were to establish how the management of school rules influences students' academic performance, to establish how time management influences students' academic performance, to establish how the administration of punishments influences students' academic performance. The study employed survey research design particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. Kiggundu (2009) found that all schools have written school rules but which they (schools) didn't understand, some school rules require modifications and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. Also time is poorly managed in school where the designed timetables are not respected. Punishments were found to be unfairly administered that causes dissatisfaction, anger and thus inducing acts of indiscipline such as strikes, vandalism of school property as well as violence among students.

While the above study sought to assess the influence of discipline management on academic performance, the current study intends to assess the influence of school rules on the management of discipline in public secondary schools in Kenya.



Ndagire (2012) examined the management of students discipline in private secondary schools in Entebbe Municipality, Uganda. The study adopted a cross sectional survey design where both qualitative and quantitative approaches were used. The respondents totaled to 200 and were selected using simple random and purposive sampling techniques. The study findings reveal that the forms of indiscipline include; disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students, among others. On the other hand, the student disciplinary management systems in selected private secondary schools in Entebbe Municipality included; use of school rules and regulations, admission practices, criteria for leaving school, punitive measures such as use of punishments. The findings also revealed that the student disciplinary management systems affect the management of students discipline especially when Teachers and school managers are involved in the management of students Discipline.

Ouma, Simatwa & Serem (2010) carried out a survey on management of pupil discipline in primary schools in Kisumu municipality, with specific objectives of establishing the disciplinary problems most common in primary schools and the most effective methods in managing indiscipline. They (Ouma *et al.*, 2010) adopted a descriptive research design on a sample of 596 head teachers, deputy head teachers, teachers, and head prefects to collect data using questionnaires for quantitative data, while interview guides helped them in collecting qualitative data. They found that lateness and absenteeism were the most common disciplinary problems, while counseling and guidance, and the involvement of parents were the predominant discipline management methods used in primary schools.

While Ouma *et al.*'s (2010) study sought to establish the management of discipline in schools, the current study is set to establish the effectiveness of school rules in discipline management in public secondary schools.

### **2.3 The Nature of School Rules and Management of Discipline**

Rules are meant to uphold morals and the dignity of established authority (Otieno, 2004). Disrespect for morals and dignity of established authority can result into chaos, rebellion, and lack of achievement of organizational objectives and goals. The Ministry of Education (1987; 1999), outlines policy guidelines for the formulation of school rules in such a way that each school has a free hand in their design bearing in mind that the school rules should be stated clearly, realistic to achieve, short and simple to understand, consistent with other laws of the land, possible to enforce, reflective of the expectations of the society, and as few as possible. However, the extent that school rules formulated under the Ministry of Education guidelines has aided management of discipline among public schools seems not to have been paid attention to.

Shannon and McCall (2005) indicate that rules should not be very restrictive because students like adults, resent unrealistic restrictions and struggle against them. Human Rights Watch (2005) adds that when the rules are broken, specific punishment given should be immediate, appropriate and remedial. Students should be given clearly stated, precise set of rules whose value in obeying they should appreciate (MOEST, 2000/2001; Ministry of Education, 1999), this is to enable many learners attend school without unnecessary restrictions, to achieve international standards on Education For All, (UN, 1990; UNESCO, 2005; Republic of Kenya, 2010). According to Doyle and Gottfredson as cited by Cotton (2005) students misbehave because the school rules have not defined clearly the kind of behavior they are expected to exhibit. In their research on effective disciplinary practices, they found out that one of the ineffective practices include vague and or unenforceable rules.

Harris (2005) carried out a study on causes of indiscipline among learners in a state funded secondary school in Oxford, United Kingdom. Using questionnaires on a sample of 250 students,



he found out and concluded that, the collapse of discipline in the classroom order was an indication of students disrespecting school rules.

Much as Harris' (2005) study concentrated on discipline, and concluded that it was declining among students, it did not focus on how the nature of school rules affect discipline management in the school. This study is set to determine the nature of school rules employed in discipline management in public secondary schools.

Ward (2014) examined the disciplinary practices being used in two urban middle schools to control disruptive behavior of students in Blacksburg, Virginia (USA). Interviews, focus group discussions, and document analysis were used for data collection. It was found that practices commonly employed include Total staff commitment to managing behavior; Consequences and clearly stated procedures for breaking rules; Instructional component for teaching self control/ social skill strategies; Support plan to address the needs of students with challenging behaviors. While Ward (2014) examined disciplinary practices used in schools to control disruptive behaviour, the study used interviews, focus group discussion, and document analysis for data collection. The current study intends to employ questionnaires, interview guide, and document analysis for data collection.

Bechuke and Debeila (2012) used qualitative research paradigm complemented with an empirical study to find out the challenges inherent in current disciplinary strategies in schools in South Africa. Through the use of document analysis, observations and field notes, and interviews as well as reflective journals, purposefully selected disciplinary committee members with at least five years teaching experience and learners that were victims of current applicable discipline strategies views and experiences. Data collected from two secondary schools which served as the

cases of this study were analysed through open coding. The results revealed that the continuous rise of challenging learner behaviours and general discipline problems is as a result of lack of coherent disciplinary strategies in managing and modifying challenging learner behaviour in South African schools.

While Bechuke and Debeila (2012) did well in studying the challenges in strategies of managing discipline in South Africa, the study used document analysis, observations and field notes, and interviews as well as reflective journals for data collection. The current study, besides employing similar methods for collecting data, employed questionnaires for data collection which will aid in generating quantitative data.

Kwayu (2014) examined the perception of secondary school students on school rules and regulations in promoting acceptable behavior in Moshi Rural District, Tanzania. Specifically, the study determines the perception of secondary school students on school regulations and rules as means of making them good citizens. Purposive, stratified and simple random sampling techniques were employed to obtain 240 respondents. Data were collected through questionnaires. The study findings revealed that most of students were aware that school rules and regulations can make them good citizens; many realize that offenders were punished to encourage them to obey the laws; most agreed that school regulations and rules encouraged co-operation and harmony in school and the nation.

Macharia, Thinguri, and Kiongo, (2014) investigated the preparedness of deputy principals in the management of discipline in Murang'a County, Kenya, under the following objectives: To establish the level of preparedness of deputy principals in the management of discipline and to examine the extent to which deputy principals apply the discipline policy guidelines in managing



discipline in secondary schools. The study used a population 37 deputy principals of secondary schools in Murang'a South District. Mixed methodology with descriptive survey design was used to collect data on a sample of 12 using simple random sampling, which represented 30% of the population. Qualitative data was thematically analyzed and presented in simple statistic of mean, percentages and bar graphs. The respondents suggested on review of discipline policy, fair participation of the principals and Board of Management (BOM), and listening to students in the disciplinary procedures. They too affirmed that the discipline policy was available and clear to follow.

Whereas Macharia, Thinguri, and Kiongo, (2014) sought to find out the preparedness of deputy principals in the management of discipline, their respondents composed of only deputy principals which did not elicit much data. The current study seeks to assess the effectiveness of school rules on the management of discipline in public secondary schools using various respondents. The respondents for the current study will be composed of principals, teachers, PA chair persons, and student leaders; these are expected to offer varied views on the role of school rules on the management of student discipline in secondary schools. Ndeto (2013) assessed the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division, Machakos County, Kenya. A descriptive survey design was used to examine the effectiveness of school rules in enhancing discipline. The findings of the study revealed that students were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same. The findings further revealed that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement.

Maingi (2015) sought to investigate the school-based factors that influence the discipline of secondary school students in Kitui Central Sub-county in Kitui County. This study utilized a questionnaire and an interview guide to collect primary data as used in various previous research projects. The study found that head teachers still have a challenge of students who are not aware of the school rules and regulations much as they are given copies and therefore violate them. Many of the students do not take time to read and apply the schools rules and regulations. Students believe that many of their friends have fallen victims, which students believe to be weaknesses from school administrators. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in schools affecting student's discipline. With regards to peer pressure the study concludes that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success.

Most of studies have tended to assess either challenges or school preparedness in managing student discipline. However, management of student discipline in public secondary schools in Kenya is done through formulation and implementation of school rules. The starting point in investigating discipline management in schools should start with determination of the nature of school rules used by school administration in managing student discipline. The gap in knowledge of nature of rules used for discipline management in public secondary schools is going to be filled by this study.

#### **2.4 Implementation Procedure of School Rules**

The implementation of school rules across the globe has transformed with the abolition of corporal punishment, on one hand, and the emergence of counseling and guidance, on the other hand. This is because before the abolition, discipline was maintained by beating learners, and



this had a negative effect since it was usually expressed in anger and resentment (Rosen, 2005). This threat of beating guaranteed silence but no future cooperation. After the banning of corporal punishment in schools, for instance, under the Legal Notice No.56/2001 in Kenya (Republic of Kenya 2001b) lack of discipline and safety in schools became one of the major challenges in Kenya. It has become increasingly difficult for educators to ensure discipline in schools as a result of the banning of corporal punishment (Maphosa & Shumba, 2010), since the power to administer corporal punishment (once regarded as inhibiting bad behavior) has been removed from them.

Lewis, Romi, Katz, and Qui (2007) sought to establish Students' reaction to classroom discipline in Australia, Israel, and China. The purpose of the study was to investigate the extent to which students from Australia, Israel, and China report that their teachers' classroom disciplinary behaviour affects their attitudes towards schoolwork and the teacher. The three samples utilized in this study were restricted to students in grades 7–12 in coeducational schools.

In Australia, all secondary schools in the northeastern region of Victoria and a small number in the Melbourne metropolitan region were included in the study. While in Israel, a sample of four high schools (grades 10–12) and eight junior high schools (grades 7–9) in central Israel were invited to participate in the study. In China, the sample of students was drawn from eight schools in the Chengdu region, Sichuan Province. In each Chinese and Israeli school, a random sample of classes in grades 7–12 was selected.

Questionnaires composed of 24 items structured on a 6 linkert scale were used for data collection on a sample of 5521 students from the three countries. The study found that both punishment and aggression relate significantly to the level of students' distraction and negative effect towards the

teacher. Similarly, teachers' recognition of responsible behaviour and discussion with students was found to relate to less distraction and greater belief that the intervention was necessary. Hinting and the involvement of students in classroom discipline decision making also was found to relate to a stronger belief that the disciplinary actions taken are warranted.

While the above study sought to establish the student's reaction on the implementation procedure of classroom discipline by teachers, the survey involved different countries who had different characteristics (heterogeneous). The current study intends to use a population from one region; public secondary schools from Kisumu Central Sub County to assess the effect of school rules on the management of student discipline.

Ramharia (2006) carried out a study on indiscipline and violence in Mauritius schools and established that, Mauritanian primary and secondary schools have witnessed social changes due to the once booming economy. The Mauritanian youth are therefore living in a society transformed by technological progress on one hand and still tied to traditional, patriarchal and institutional structure on the other. Mauritanian schools suffer from deteriorating discipline as a result, which requires urgent attention. According to the survey conducted by Felister (2008) in the secondary schools in Tanzania, it was discovered that, majority of the headmasters and headmistresses lacked administrative skills and spent most of their time outside the school premises, hence becoming unaware of what was happening in their schools an indication of poor time management.

In as much as Ramharia's (2006) and Felister's (2008) studies sought to establish the school administrator's administrative skills in managing discipline in schools, the current study seeks to



establish the effectiveness of implementation procedure of existing school rules in managing discipline in public secondary schools.

Simatwa (2012) investigated infractions and methods used by head teachers in the management of student discipline in secondary schools in Bungoma County, Kenya. The study population consisted of 125 head teachers, 125 Deputy Head teachers, 1,575 teachers, 2,075 prefects managing 20,107 students in 125 secondary schools. Questionnaires, interview schedules and document analysis guide were used to collect data. The data collected was analyzed using descriptive statistics. The findings of the study were that many infractions were experienced in secondary schools and head teachers used a wide range of methods for managing student discipline in schools. This included expulsion, suspension, caning, physical punishment, detention, and reprimanding; kneeling, guidance and counseling, fining, rewards, wearing school uniform at all times, self-commitment in writing to maintain good conduct, pinching, slapping and smacking. It was concluded that methods of establishing and maintaining student discipline in schools could not be applied wholesale, but they were contingent upon the environment. Thus, the effectiveness of each method depended on the traditions, ethos of schools and their environments.

Much as Simatwa (2012) sought to establish methods used in the management of discipline by head teachers in secondary schools, he (Simatwa, 2012) did not find out the effectiveness of these methods in managing student discipline. The current study seeks to assess the influence of implementation procedure of school rules on the management of student discipline in public secondary schools in Kenya.

Wasonga (2014) studied the relationship between head teachers' management styles and level of student discipline in public secondary schools in Rongo District and Kisumu City, Kenya. The study adopted a descriptive survey design using questionnaires and interview schedules to collect data from 59 head teachers, 59 Parents Teachers Association (PTA) chair persons, 59 teacher counselors, and 400 students. Study hypotheses were tested using chi square, t-test, and one-way ANOVA, at a 0.05 level of significance. It was found that there is a negative relationship between authoritarian and laissez faire management styles and students' discipline; there is also a positive relationship between transactional, contingency and democratic management styles and levels of student discipline.

The above study (Wasonga, 2014) was a comparative study drawing its sample from target populations from two distinct regions (Rongo and Kisumu), while the present study will draw its sample from a target population from one region. Similarly, the present study will use frequency counts and percentages for data analysis, away from Wasonga's (2014) study which used chi-square, t-test and one-way ANOVA for data analysis.

It is worth to note that studies that have been done concerning management of discipline in public secondary schools as stated above have majorly dwelt on individual practices of head teachers and teachers in discipline management. Presently, discipline management in public schools is jointly the responsibility of teachers, principals, student council leadership, and school Board of Management, according to policy specifications from the education ministry. There is therefore need to investigate the procedure followed in implementing school rules by the parties (stakeholders) responsible for this duty. The current study sought to fill this gap by highlighting implementation procedure followed in discipline management in public secondary schools by all parties as specified by education policy.



## 2.5 Summary of the Chapter

This section reviewed empirical studies on the three variables of the study. First, studies covering the dependent variable (management of student discipline) were reviewed from the global, regional, and local perspectives. Similarly, studies covering both nature of rules and implementation procedure were also reviewed from global, regional, and local perspectives. The above review of studies have concentrated on examining nature of school rules, implementation procedure of school rules, and disciplinary themes addressed by school rules. However, in the wake of new requirements which call for the involvement of students (council leadership) in formulation of school rules in public secondary schools, it was important not only to identify disciplinary themes in schools a lone, but to assess how existing school rules and the ensuing implementation procedure influence the management of disciplinary themes in public secondary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research design, area of study, target population, sample and sampling procedure, description of data collection instruments, validity and reliability of research instruments, data collection procedure and finally, data analysis process.

#### **3.2 Research Design**

Research design refers to the plan and structure of the investigation used to obtain evidence to answer the research questions. It describes the procedures for conducting the study, including when, from whom, and under what conditions the data are obtained (White, 2005).

This study used correlational and descriptive research designs. This design attempts to compare systematically, the relationship that exists between variables, and attempts to highlight how a dependent variable is influenced by an independent variable(s) (Kumar, 2005). The design was deemed suitable for the study because it (the study) aimed at establishing how school rules relate with discipline management in public secondary schools in Kisumu Central Sub County.

#### **3.3 Area of Study**

This is the place where the research is to be carried out (Orodho, 2006). This study was carried out in public secondary schools in Kisumu Central Sub County. It is one of the seven (7) Sub Counties in Kisumu County. It has a geographical area of 565 Km<sup>2</sup> on land and 410 Km<sup>2</sup> under water of Lake Victoria. It lies between latitude 0,20°s and 0°, 50°s of equator and Longitude 33°,20° E and 35°, 20° E. It borders Kisumu West Sub County to the west, Nyakach and Homa Bay Sub Counties to the south, Kisumu East, Nyando and Muhoroni Sub Counties to the east and



Aldai Sub County to the north. The major physical features surrounding the area include Lake Victoria, Kano Plains, River Kibos, Kajulu Hills and Nandi Escapement. The Sub County is predominantly urban with a population of diverse backgrounds and tribes. The Sub County has many disciplinary issues in the County and this made the area suitable for a study that aims to establish the influence of school rules on discipline management.

### **3.4 Target Population**

Target population refers to the total number of subjects or the total environment of interest to the researcher (Oso & Onen, 2008). The researcher specifically targeted respondents who were directly involved in the management of discipline issues in schools, that is the Principals who implement policies, Teachers selected by schools to sit in the disciplinary committee (on average about six teachers per school) and the PA Chairs who are among stakeholders usually consulted in the running of schools. Similarly the Student Council leaders who assist in the maintenance of discipline were also targeted. Therefore the researcher's target population was obtained from twelve (12) public secondary schools in Kisumu Central Sub County, and was composed of 12 principals, 74 teachers responsible for school discipline, 24 student council leaders (2 council leaders from each school) and 12 PA chair persons, making a total of 122 as the accessible population for the study. However, the researcher randomly excluded 2 school principals, 4 teachers in charge of discipline in schools to be used for pilot study (see 3.7.2), alongside 4 student leaders, as well as 2 PA chair persons. Therefore the researcher remained with 110 respondents from whom data was collected.

The choice of Principals was because they are the administrators of the learning institutions with the responsibility of setting appropriate leadership styles. The teachers who sit in the disciplinary committee (including deputy principals who chair the meeting), were selected for this study

because they are the ones who are in contact with the students from time to time, when the students are in school, while student council leaders serve the interest of the student population in the school disciplinary council and they (student council leaders) normally participate in the formulation of school rules, as well as implementation of the same. Finally the choice of PA chair persons was because they, as representatives of parents, are directly responsible for the behavior of their children. This informed their inclusion in the study.

### **3.5 Sample Size and Sampling Techniques**

Sampling technique is the methodology that is used to select the sample size from the target population. It describes the approach that is used to select the sample and how an adequate sample size is determined (Kombo, 2006).

Saturated method was used to sample all the deputy principals in the public secondary schools targeted in this study, principals and Parents Association chair persons. According to Orodho (2009), saturated sampling method facilitates credible comparisons of key member of the same subgroup, to represent a sub-sample of the full sample. Since there are 10 school principals, 70 deputy principals, 20 student leaders and 10 PA chair persons from the 10 selected public secondary schools in the study area, all of them were selected to form the sample for the study. The sample size was therefore 110 respondents on whom questionnaires was administered.

Purposive sampling technique was also used to select the particular respondents to be used for data collection using questionnaires. In purposive sampling suggested by Kothari (2004), the researcher's judgment is used to select those respondents who best meet the purposes of the study. The study also interviewed one key informant selected through census sampling method, the quality assurance and standards officer in charge of discipline in schools, to provide information concerning discipline management in public schools which was used in



corroboration of data obtained by study questionnaires. Table 3.1 illustrates the sample distribution of the study.

**Table 3.1: Sample Size and Sampling Technique**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Percentage</b>
Teachers	74	70	63.64
Principals	12	10	9.1
Student Council Leaders	24	20	18.18
PA Chair Persons	12	10	9.1
<b>Total</b>	<b>122</b>	<b>110</b>	<b>100</b>

Source: Researcher Data (2015)

### 3.6 Instrument of Data Collection

The study relied on both primary and secondary data in order to obtain the wide range of information required for this analysis that was both qualitative and quantitative.

Three data gathering instruments which were used in this study are:

- (i) Questionnaire. (ii) Semi-structured interview Schedules (iii) Document analysis

#### 3.6.1 Questionnaire

The researcher developed two questionnaires for data collection. One questionnaire was used to gather data from school Principals, Teachers, and PA chair persons. The other questionnaire was used to collect data from students' council leaders. The two questionnaires were composed of both closed and open ended questions soliciting specific answers from the respondents.

Questionnaires are useful, according to Oso and Onen (2008), because they can be a relatively quick way of obtaining information from a large population. The respondents were left with the

questionnaires by the researcher after which the researcher collected them after one week, and cleaned them for the purpose of data entry and subsequent analysis. The significance of this method is that it enabled the researcher to draw short simple questions, which are closed ended, and which also require short and precise answers from the respondents, (Tsai, Lin, & Sai, 2001).

The study questionnaire had four sections: section 1 contained biographical information of the respondents; section two assessed the nature of rules; section three investigated the implementation procedure of the school rules, while section four assessed the disciplinary problems addressed by school rules. Appendix I contains questionnaire for Principals, teachers, and PA chair persons, while the questionnaire used to collect data from students' council leaders is in Appendix II.

### **3.6.2 Structured Interview Schedule**

In order to triangulate the information the researcher obtained from analysed documents and data collected using study questionnaires, an interview was conducted using interview schedule, for one key informant. An interview is a personal exchange of information between an interviewer and an interviewee (Ruane, 2008). The key informant was the education officer in charge of school discipline, the Sub County Quality Assurance Officer.

Ragin& Amoroso (2011) indicated that interviews reveal how people in the research setting make sense of their lives, work, and relationships with the study phenomena. The questions were a mixture of closed and open ended questions. The respondent was allowed to explain his responses in full and the researcher had the option of probing further, just to ensure the information received was accurate and to the point. The structured interview schedule which was used for data collection is in Appendix III.





### **3.6.3 Document Analysis**

Document analysis is a method of gathering information by carefully studying written materials, or visual information from documents (Amin, 2005). It is a critical examination of public and private recorded information related to the issue under investigation (Oso and Onen, 2008). Document analysis technique was used to verify information regarding frequencies of disciplinary incidents in each school. Similarly, such information as students' disciplinary records kept by the administration and which might be unknown to the rest of the respondents were also assessed through documentary scrutiny. These documents were important in providing written evidence of factual details of the study phenomena

Written evidence enabled the researcher to provide facts and figures in the report. The main documents to be analyzed include school rules, the files containing procedures of implementing school rules, and the book used for recording discipline issues of students in all the 10 public secondary schools Kisumu Central Sub County. Document analysis guide used in the study is found in Appendix IV.

### **3.7 Validity and Reliability**

According to Cresswell (2003) reliability relates to the concern for consistency while validity relates to the concern for truth.

#### **3.7.1 Validity**

Mugenda and Mugenda (2003), notes that validity is the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study. The validity of research instruments was realised by scrutinizing the questionnaire items during their construction. Questions were discussed with experts before giving them to two independent lecturers from the School of Education, Maseno University for verification, and to assess the

instruments validity so as to clear any lack of clarity and ambiguity. These experts examined instruments to assess the relevance of the questions to the objectives of the study. These helped in improving both content and face validity of the instrument.

### 3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after a repeated trial (Amin, 2005). To attain instrument reliability, test- retest was conducted in a pilot study involving 12 respondents (2 school principals, four teachers, four student leaders and two PA chair persons) randomly selected from the same area. These respondents were automatically eliminated from the main study. The instruments were administered on these selected respondents twice, after which data from the two tests was cleaned, and analysed with the aid of Statistical Package for Social Science (SPSS) to determine whether they (instruments) yield reliability index of 0.7 and above. Table 3.2 presents reliability test.

**Table 3.2: Reliability Test**

Variables	Cronbach's Alpha	No of Items
Nature of school rules	0.83	8
Procedure of implementation	0.81	8
Student disciplinary themes	0.76	8

Table 3.2 shows the results obtained from a reliability analysis test carried out using Cronbach's alpha test. Results revealed very good reliability measures for the constructs which were all above 0.7 as recommended by Nunnally (1978).



### **3.8 Data Collection Procedure**

The researcher got an introductory letter from the School of Graduate School of Maseno University Ethics Review Committee (MUERC). A copy of the letter was presented to the County Director of Education, then to the Sub County Education office. Permission was then sought from the Principals whose schools were covered by the study to grant permission for the collection of data. The questionnaires were then left during the first visit, then during the second visit, questionnaires were scrutinized for completeness and all corrections made before a final round was made for collection of the questionnaire.

### **3.9 Data Analysis Procedures**

The process of data analysis involved editing, coding and data entry into a computerized system for onward analysis. Qualitative data from open ended questions were grouped into themes corresponding with the study objectives: nature of rules; implementation procedure; disciplinary themes, whereby outstanding themes from the statements formed outcome of the specific question. These outcomes (themes) assisted in supporting the findings from quantitative analysis.

Quantitative data was analyzed using descriptive and inferential statistics with the aid of SPSS version 20. SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedure which are purposefully designed for social sciences; it was deemed efficient for the task. Section one of the studies (demographic background of respondents); the first objective (Management of Discipline); the second objective (Nature of school rules); as well as the third objective (the implementation procedure of school rules) were analyzed using measures of central tendency (mean and standard deviation). These were measured on a likert scale of 1 to 5.

Regression analysis was used to investigate the relationship between school rules and management of discipline in public secondary schools. Regression analysis is the most widely applied data analysis technique for measuring linear relationships between two or more variables (Oso & Onen, 2009). By using this analysis, the researcher was able to discover which independent variables most influence management of discipline in public secondary schools. In addition, regression analysis also helped to find the variable that is most significant in influencing management of discipline.

These variables were tested from a general multiple regression equation of the form:

$$Y_i = a_i + b_i X_i + \epsilon_i$$

Where

$Y_i$  = Management of discipline measured on a weighted scale according to Blom's formula on SPSS

$a_i$  = Constant Management of discipline measured on a summated scale of 1= strongly disagree and 5 = strongly agree anagement of discipline ( $a_1 \dots \dots \dots \alpha_2$ )

$b_i$  = Coefficients of the predictors (being nature of rules and implementation procedure)

$x_i$  = Independent variables (being nature of rules and implementation procedure) ( $X_1 \dots \dots \dots X_2$ )

$i = 1, 2,$

$\epsilon$  = Margin term (The moderating variables like administrative style of the school, peer influence, students' background, and parental understanding of school rules were assumed to be constant). A partial regression coefficient represents the change in dependent variable, due to one unit change in independent variable;  $e$  is the margin term.



### **3.10 Ethical Considerations**

Ethics is defined as use of moral ideologies in designing, conducting and writing research outcomes, with the essential moral standards focusing on the right and the wrong. In social research, ethics involves protection and respect for respondents taking part in the study (British Psychological Society, 2010). The Maseno University Ethics Review Committee (MUERC) went through the proposal and granted permission for research having considered ethical issues. Further, transparency, openness privacy and honest were the guiding principle during this research. In this study the ethical issues entailed respecting the respondents' individual rights in the data collection. The respondents were also selected on the basis of their willingness and interest to participate in the study. Once they were briefed on what it entails, the researcher ensured that the respondents felt comfortable and had time to participate in the study. All data collected was stored under lock and key and only accessible to the researcher. To maintain the confidentiality of the study respondents, the study instruments did not bear names, addresses or any identifiers that could link the information provided to the respondents. The respondents were issued with serial numbers and the interview was also conducted in privacy to ensure that the respondent felt free and comfortable to provide truthful information. The respondents were also assured of utmost confidentiality (Kombo & Tromp, 2006). The consideration of these issues was necessary for the purpose of ensuring the privacy and the security of participants.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents data analysis and findings of the study in two major sections. The first section provides demographic characteristics of the respondent of the study, while the second section gives out the results and discussions of the research objectives.

#### 4.2 Demographic Characteristics of the Sample

The first section of the study questionnaire enquired about demographic information of the study respondents. This information was categorised as gender, age, academic level or class level, and designation of the respondents. Distribution of respondents by gender is presented in Tables 4.1(a) and 4.1(b).

**Table 4.1(a): Distribution of Teachers/PA Chairs/Principals by Gender**

	Frequency	Percent
Male	46	51.1
Female	44	48.9
<b>Total</b>	<b>90</b>	<b>100.0</b>

Source: Survey data, 2016

Table 4.1(a) illustrates that most (51.1%) Teachers, PA Chairs and Principals from the sampled schools were of male gender, while 48.9% belonged to female gender. Although the responsibility to oversee formulation and implementation seem to rest upon male persons, female teachers, PA chairs and Principals are also involved in this area.



The researcher also assessed the gender of student council leaders from the sampled schools.

Table 4.1(b) presents the distribution of student council leaders by gender.

**Table 4.1(b): Distribution of Student Council Leaders by Gender**

	Frequency	Percent
Male	10	50.0
Female	10	50.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 4.1(b) indicates that the gender distribution of student council leaders among the sampled schools is even (50% for males and 50% for females). This suggests that gender equality seem to be observed in the election of student council leaders in public secondary schools under study.

Similarly, the researcher also obtained information on the age of the respondents, as shown in Table 4.2(a) and 4.2(b).

**Table 4.2(a): Distribution of Principals, Teachers, and PA Chairs by Age**

Ages	Frequency	Percent
21 – 25	6	6.7
26 – 30	6	6.7
31 – 35	12	13.3
35 – 40	5	5.6
41 – 45	17	18.9
46 – 50	25	27.8
51 – 60	19	21.1
<b>Total</b>	<b>90</b>	<b>100.0</b>

Source: Survey data, 2016

Table 4.2(a) illustrates distribution of Principals, Teachers, and PA chairs. It indicates that most (27.8%) of this category of respondents were of between 46 and 50 years of age. These were followed by between 51 and 60 years of age (21% of the respondents); 18.9% of the teachers, PA chairs, and Principals were of between 41-45 years of age; 13.3% were of between 31 and 35 years of age; 6.7% were aged between 26 and 30 years, while an equal percentage (6.7%) were also of between 21 and 25 years of age. Similarly, 5.6% of the sampled Principals, Teachers, and PA chairs were of between 35 and 40 years of age. It is important to note from this finding that over 70% of the sampled respondents in this category were over 40 years of age. This suggests that those who manage discipline in public secondary schools are of mature age, and probably long service experience.

The age distribution of the sampled student council leaders was also assessed by the researcher.

Table 4.2(a) presents the distribution of student council leaders by age.

**Table 4.2(b): Distribution of Student Council Leaders by Age**

Age	Frequency	Percent
15 – 17	4	20.0
18 – 20	16	80.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 4.2(b) indicates that majority (80%) of the sampled student council leaders were aged between 18 and 20 years, while 20% of them were between 15 and 17 years of age. This finding denotes that the council leaders that help school administration in managing student affairs including student discipline comprise of students with more mature age group than other age groups (of normal 14 – 18 years old). The student leaders were majorly sampled from those in



the fourth form, and were therefore conversant with matters pertaining to discipline management in the school besides being more confident.

The researcher further assessed the education level and class level of teachers, PA chairs, and Principals as well as class levels of student council leaders. Table 4.3(a) presents education level of Principals, Teachers, and PA chairs.

**Table 4.3(a): Distribution by Education Level**

	Frequency			Percent		
	Principals	Teachers	PA Chair	Principals	Teachers	PA Chair
Certificate	00	00	1	00	00	10
Diploma	00	22	3	00	31.43	30
Degree	6	35	3	60	50	30
Masters	3	10	2	30	14.29	20
PhD	1	3	1	10	2.28	10
<b>Total</b>	<b>10</b>	<b>70</b>	<b>10</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 4.3(a) illustrates that (60%) of the sampled principals; 50% of the teachers and 30% of the PA Chairs had bachelors level of education. In addition, 31.43% of the teachers and 30% of the PA Chairs had diploma level of education. The table also illustrates that 30% of the principals; 20% of the PA Chairs, and 14.29% of the teachers had Masters Level of education. Finally, the table reveals that 10% of the principals; 10% of the PA Chairs, and 2.28% of the sampled teachers had PhD level of education. The table illustrates that majority of the respondents under this category (Principals, Teachers, and PA Chairs) had above bachelors level of education. This

implies that they were in a better position to comprehend issues dealing with rules and discipline management in an objective manner.

The distribution by class levels of the sampled student council leaders was as Table 4.3(b).

**Table 4.3(b): Distribution of Student Council Leaders by Class level**

	Frequency	Percent
Form Three	6	30.0
Form Four	14	70.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 4.3(b) shows that (70%) of the sampled student council leaders were in Form 4, while 30% were in Form 3. By virtue of being in Form 4, of the sampled student council leaders were expected to grasp adequate knowledge of discipline management in secondary schools. The researcher also sought to find out the designations of the sampled Principals, teachers, PA chairs and results are shown in Table 4.4(a).

**Table 4.4(a): Distribution of Principals, Teachers and PA Chairs by Designation**

	Frequency	Percent
Principal	10	11.1
Teachers	70	77.8
PA Chair	10	11.1
<b>Total</b>	<b>90</b>	<b>100.0</b>

Table 4.4(a) indicates that majority (77.8%) of the sampled respondents in this category were teachers in charge of discipline among the sampled public secondary schools; 11.1% were



principals while another 11.1% were PA Chairs. Equally, the study assessed the designations of student council leaders who participated in the study. Table 4.4(b) presents the distribution of student council leaders by designation.

**Table 4.4(b): Distribution of Student Council Leaders by Designation**

<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>
Head of student council	8	40.0
Deputy head of student council	6	30.0
Member of student council	6	30.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 4.4(b) illustrates that (40%) of the student council leaders from the sampled schools were head of student council leaders; 30% were deputy head of student council leaders, while another 30% were members of student council. By virtue of their being office holders in the student council, the researcher expected that they had good understanding of issues to do with discipline management in public secondary schools. The researcher relied upon them to provide their knowledge in the phenomena.

### **4.3 Management of Discipline**

The dependent variable of the study sought to establish the extent of discipline management evident in disciplinary themes among public secondary schools in the study area. The sampled Principals, Teachers and PA Chairpersons were requested to state the extent to which such disruptive behaviour occurs in their school as: **1-** To a very small extent; **2-** To small extent; **3-** Moderate extent; **4-** Large extent **5-** Very large extent to the statements presented (Table 4.7a).

**Table 4.5a: Management of Discipline according to Principals, Teachers and PA Chairs**

Disciplinary Problems	M	1	2	3	4	5
Fighting in school	2.96	31	9	8	17	5
Percent		(34.4)	(10)	(8.9)	(18.9)	(27.8)
Possession and usage of mobile phones in school	3.01	27	14	4	21	24
Percent		(30)	(15.6)	(4.4)	(23.3)	(26.7)
Lateness	3.18	14	22	10	22	22
Percent		(15.6)	(24.4)	(11.1)	(24.4)	(24.4)
Disobedience against student leaders and teachers	3.02	16	26	8	20	20
Percent		(17.8)	(28.9)	(8.9)	(22.2)	(22.2)
Exam cheating	3.10	21	17	9	18	25
Percent		(23.3)	(18.9)	(10)	(20)	(27.8)
Absenteeism of students	3.40	7	20	17	22	24
Percent		(7.8)	(22.2)	(18.9)	(24.4)	(26.7)
Sneaking out of school	2.94	23	17	11	20	19
Percent		(25.6)	(18.9)	(12.2)	(22.2)	(21.1)
Usage of intoxicating drugs and alcoholic beverages	2.86	30	14	9	13	24
Percent		(33.3)	(15.6)	(10)	(14.4)	(26.7)
<b>Overall Mean</b>	<b>3.05</b>					

**Key: Interpretation of Mean Ratings**

- 1.00 – 1.44: To a Very Small Extent
- 1.45 – 2.44: Small Extent
- 2.45 – 3.44: Moderate Extent
- 3.45 – 4.44: Large Extent
- 4.45 – 5.00: Very Large Extent

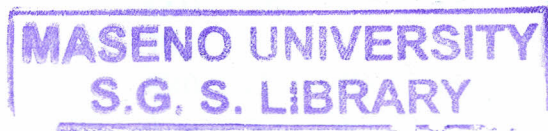


Table 4.5a illustrates that principals, Teachers and PA Chairs stated that disciplinary incidents or problems have been occurring to a moderate extent (M=3.05) in the sampled public secondary schools. Fighting (M=2.96); possession and usage of mobile phones (M=3.01); lateness (M=3.18); disobedience against teachers and student leaders (M=3.02); exam cheating (M=3.10); absenteeism (3.40); sneaking out of school (M=2.94); and usage of intoxicating drugs and alcoholic beverages (M=2.86) were all indicated as occurring to a moderate extent.

These findings tend to suggest that disciplinary problems are not rampant among public secondary schools in the area, implying that discipline management seems to be adequate. The findings however, seem to contrast survey reports by Allen (2010) in the USA and Ali, et al



(2014) in Nigeria. The former identified trends of bullying inside and outside classrooms as well as antisocial behaviour among student population. The latter established several acts of indiscipline prevalence among secondary schools. Findings in the present study could therefore be as a result of non-recording of indiscipline incidents among public secondary schools in the area. Equally, it might also be as a result of non-reporting of incidents of misbehaviour by teachers or fellow students.

On the other hand, student council leaders were also asked to respond to similar statements concerning management of discipline evident in disciplinary themes. Table 4.5b presents distribution of disciplinary themes according to the student council leaders.

**Table 4.5b: Management of Discipline according to student Council Leaders**

Item	M	1	2	3	4	5
Fighting in school	1.75	11	6	1	1	1
<b>Percent</b>		(55)	(30)	(5)	(5)	(5)
Possession and usage of mobile phones in school	1.95	10	6	1	1	2
<b>Percent</b>		(50)	(30)	(5)	(5)	(10)
Lateness	2.95	1	7	6	4	2
<b>Percent</b>		(5)	(35)	(30)	(20)	(10)
Disobedience against student leaders and teachers	2.25	7	8	00	3	2
<b>Percent</b>		(35)	(40)	00	(15)	(10)
Exam cheating	1.90	11	4	2	2	1
<b>Percent</b>		(55)	(20)	(10)	(10)	(5)
Absenteeism of students	2.60	2	12	1	2	3
<b>Percent</b>		(10)	(60)	(5)	(10)	(15)
Sneaking out of school	1.50	15	2	2	00	1
<b>Percent</b>		(75)	(10)	(10)	00	(5)
Usage of intoxicating drugs and alcoholic beverages.	1.75	13	1	5	00	1
<b>Percent</b>		(65)	(5)	(25)	00	(5)
<b>Overall Mean</b>	<b>2.08</b>					

Table 4.5b illustrates that the sampled student council leaders consider disciplinary problems to have occurred to a small extent (M=2.08). Fighting (M=1.75; 85%); possession and usage of

mobile phones in school (M=1.95; 80%); disobedience against student leaders and teachers (M=2.25; 75%); exam cheating (M=1.90; 75%); sneaking out of school (M=1.5; 85%); usage of intoxicating drugs and alcoholic beverages (M=1.75; 70%) were indicated by the sampled student leaders to have occurred to a small extent in the public secondary schools where the survey was conducted. On the other hand, lateness (M=2.95) and absenteeism of students from school (M=2.60) were indicated to have occurred to a moderate extent by the student council leaders.

These findings attributed to student leaders tend to suggest that incidents of student indiscipline among public secondary schools in the area are scarce, implying probable adequacy in management of discipline. This however contrasts what Ndagire (2012) and Ouma, et al (2010) had found out in Uganda and Kenya respectively. The former established that disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students was rampant among the sampled schools. On the other hand, the latter found that lateness and absenteeism were the most common disciplinary problems. The outcome in the present study could mean that reporting or recording of incidents of student indiscipline is inadequate in public secondary schools in the area.

#### **4.4 Nature of Rules and Management of Student Discipline**

The first objective sought to assess the nature of school rules used for the management of student discipline among public secondary schools in the study area. The researcher presented statements related to nature of rules in view of its appropriateness for managing student discipline, whereby the sampled Principals, Teachers and PA Chairpersons were requested to express their levels agreement as: **1- Strongly Disagree; 2- Disagree; 3- Moderately Agree; 4- Agree 5- Strongly Agree** to the statements presented (Table 4.6a).



**Table 4.6a: Distribution of Principals, Teaches and PA Chairs by Nature of Rules**

Nature of Rules	M	1	2	3	4	5
School rules are written and distributed to students, teachers, and parents:	3.79	5	13	3	44	25
<b>Percent</b>		(5.6)	(14.4)	(3.3)	(48.9)	(27.8)
School rules are easily understood and interpreted by students	3.71	1	16	5	54	14
<b>Percent</b>		(1.1)	(17.8)	(5.6)	(60)	(15.6)
Students are educated on the school rules on admission to school	3.86	2	12	7	45	24
<b>Percent</b>		(2.2)	(13.3)	(7.8)	(50)	(26.7)
School rules in the school are short, clear and simple	4.07	1	5	5	55	24
<b>Percent</b>		(1.1)	(5.6)	(5.6)	(61.1)	(26.7)
School rules are derived from and complies with education Act and other Kenyan laws	3.72	5	9	11	46	19
<b>Percent</b>		(5.6)	(10)	(12.2)	(51.1)	(21.1)
Some school rules are reflective of the expectations and traditions of the community	4.02	2	4	7	54	23
<b>Percent</b>		(2.2)	(4.4)	(7.8)	(60)	(25.6)
Students, teachers are involved in the formulation of school rules	3.29	6	25	9	37	13
<b>Percent</b>		(6.7)	(27.8)	(10)	(41.1)	(14.4)
School rules uphold children and human rights	3.96	1	8	8	50	23
<b>Percent</b>		(1.1)	(8.9)	(8.9)	(55)	(25.6)
<b>Overall Mean</b>	<b>3.80</b>					

**Key: Interpretation of Mean Ratings**

1.00 – 1.44:	Strongly Disagree
1.45 – 2.44:	Disagree
2.45 – 3.44:	Undecided
3.45 – 4.44:	Agree
4.45 – 5.00:	Highly Agree

Table 4.6a illustrates that the sampled principals, Teachers and PA chairs together agreed (M=3.80) that school rules are appropriate in managing student discipline. In particular, they agreed that the rules are short and simple (M=4.07; 87.8%); are reflective of the expectations and traditions of the community (M=4.02; 85.6%); uphold children and human rights(M=3.96; 80.6%); students are educated on the school rules on admission to school (M=3.86; 76.7%);written and distributed to students (M=3.79; 76.7%); derived from and complies with

education Act and other Kenyan laws (M=3.72; 72.2%); and are easily understood and interpreted by students, teachers (M=3.71; 75.6%). They however remained undecided (M=3.29; 55.5%) as to whether or not Students, teachers are involved in the formulation of school rules. These findings tend to imply that the nature of rules put in place for managing student discipline was considered appropriate by the principals, teachers, and PA chairs.

This finding seems to concur with Kwayu (2014), which revealed that most of students were aware that school rules and regulations can make them good citizens; many realize that offenders were punished to encourage them to obey the laws; most agreed that school regulations and rules encouraged co-operation and harmony in school and the nation. But in contrast, Maingi (2015) found in a study that head teachers still have a challenge of students who are not aware of the school rules and regulations much as they are given copies and therefore violate them. Many of the students do not take time to read and apply the schools rules and regulations. The study equally enquired about the nature of school rules from the sampled student council leaders. Table 4.6b presents views of student leaders.



**Table 4.6b: Distribution of Student Council leaders by Nature of Rules**

Item	M	1	2	3	4	5
School rules are written and distributed to students	4.40	1	00	00	8	11
<b>Percent</b>		(5)	00	00	(40)	(55)
Students are educated on school rules continuously after some stay in school by teachers or student leaders	4.05	1	2	00	9	8
<b>Percent</b>		(5)	(10)	00	(45)	(40)
Students are educated on the school rules on admission to school:	3.90	2	1	1	9	7
<b>Percent</b>		(10)	(5)	(5)	(45)	(35)
School rules are decided upon as problem arises.	2.35	6	6	3	5	00
<b>Percent</b>		(30)	(30)	(15)	(25)	
School rules are acceptable to all the student population	3.40	2	5	00	9	4
<b>Percent</b>		(10)	(25)	00	(45)	(20)
Some school rules are out dated and inhumane to students	2.35	6	6	5	1	2
<b>Percent</b>		(30)	(30)	(25)	(5)	(10)
Students, through their leadership, are involved in the formulation of school rules.	3.45	2	5	1	6	6
<b>Percent</b>		(10)	(25)	(5)	(30)	(30)
School rules are often rigid and are not flexible to particular situations	2.85	00	13	00	4	3
<b>Percent</b>		00	(65)	00	(20)	(15)
<b>Overall Mean</b>	<b>3.34</b>					

Table 4.6b illustrates that the sampled student council leaders were undecided (M=3.34) as to whether or not the nature of rules put up in schools were adequate in managing student discipline. They particularly agreed that students, teachers are involved in the formulation of school rules (M=4.40; 95%); Students are educated on school rules continuously after some stay in school by teachers or student leaders (M=4.05; 85%); students are educated on the school rules on admission to school (M=3.90; 80%); and students, through their leadership, are involved in the formulation of school rules (M=3.45; 60%). The student council leaders however disagreed that school rules are decided upon as problem arises (M=2.35; 60%); and that some school rules are out dated and inhumane to students (M=2.35; 60%). They were also undecided whether or not school rules are acceptable to all the student population (M=3.40) and that the school rules are often rigid and are not flexible to particular situations (M=2.85).

These findings tend to suggest that the students were unsure whether the rules formulated in the school were appropriate in managing student discipline. This concurs with what Maingi (2015) found out: that lack of awareness among students has sometimes caused discontent among student population. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in schools affecting student's discipline. Additionally, Ndeto (2013) also revealed in a study in Kangundo, Kenya, that students were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same, although they were positive about school rules and regulations. The acceptance of the nature of school rules in this study may be attributed to positivity of students to embrace school rules, although they (students) may not be aware of formulation procedure of school rules.

#### **4.5 Implementation Procedure of School Rules**

The second objective of the study sought to assess the implementation procedure of school rules in the management of student discipline among public secondary schools in the study area. Statements related to appropriateness of the procedure of implementation were presented, whereby the sampled teachers, principals and PA Chairpersons were requested to express their level of agreements as: 1- Strongly Disagree; 2- Disagree; 3- Moderately Agree; 4- Agree 5- Strongly Agree to the statements presented (Table 4.7a).



**Table 4.7a: Distribution of Principals, Teachers and PA Chairs by Procedure of implementation**

Procedure of implementation	M	1	2	3	4	5
Procedure of discipline is elaborate and students are given chance to defend themselves	3.88	5	5	6	54	20
<b>Percent</b>		(5.6)	(5.6)	(6.7)	(60)	(22.2)
Students are given warning (verbal or written) on first mistakes before suspensions or any other types of punishment(s)	3.94	4	9	1	50	26
<b>Percent</b>		(4.4)	(10)	(1.1)	(55.6)	(28.9)
Some teachers just give out punishments not as stated in school rules	3.08	13	22	9	37	9
<b>Percent</b>		(14.4)	(24.4)	(10)	(41.1)	(10)
Expulsion of students is only done on the third time a student is being suspended	2.94	19	16	19	23	13
<b>Percent</b>		(21.1)	(17.8)	(21.1)	(25.6)	(14.4)
Apart from teachers, student leaders also give out punishment to errant students	2.96	17	24	1	42	6
<b>Percent</b>		(18.9)	26.7)	(1.1)	(46.7)	(6.7)
Disciplinary committee is the authorized body that can recommend expulsion of students	3.21	14	20	7	31	18
<b>Percent</b>		(15.6)	(22.2)	(7.8)	(34.4)	(20)
A lot of guidance and counseling is given to students in this school	4.34	2	2	5	35	46
<b>Percent</b>		(2.2)	(2.2)	(5.6)	(38.9)	(51.1)
Teachers use cane(corporal punishment) to solve minor problems	2.26	29	31	10	18	2
<b>Percent</b>		(32.2)	(34.4)	(11.1)	(20)	(2.2)
<b>Overall Mean</b>	<b>3.32</b>					

**Key: Interpretation of Mean Ratings**

- 1.00 – 1.44: Strongly Disagree
- 1.45 – 2.44: Disagree
- 2.45 – 3.44: Undecided
- 3.45 – 4.44: Agree
- 4.45 – 5.00: Highly Agree



Table 4.7a illustrates that the sampled Principals, Teachers, and PA Chairs were undecided (M=3.32) as to whether or not the procedure of implementing school rules are appropriate. They were particularly undecided whether or not: sections of the teachers just give out punishments not as stated in school rules (M=3.08); expulsion of students is only done on the third time a

student is being suspended (M=2.94); a part from teachers, student leaders also give out punishment to errant students (M=2.96); and that disciplinary committee is the authorized body that can recommend expulsion of students (M=3.21). They however disagreed that teachers use cane (corporal punishment) to solve minor problems (M=2.26; 66.6%). The sampled principals, Teachers and PA chair persons agreed that a lot of guidance and counseling is given to students in this school (M=4.34; 90%); students are given warning (verbal or written) on first mistakes before suspensions or any other types of punishment(s) (M=3.94; 84.5%); and that procedure of discipline is elaborate and students are given chance to defend themselves (M=3.88; 82.2%)

These findings tend to imply that principals, Teachers as well as PA Chairs had mixed and inconsistent consideration with regard to procedure of implementation of school rules for the management of student discipline among public secondary schools in the study area. However, implementation practices like counseling students with disruptive behaviour were also found by Ward (2014) in a study done in Blacksburg, Virginia (USA). It established among other practices that instructional component for teaching self control/ social skill strategies and support plan to address the needs of students with challenging behaviors were available in schools. But a departure from these was found in a study by Felister (2008) among secondary schools in Tanzania. It was discovered that most school administrators are unaware of what was happening in their schools since they spend most of their time outside the school compound.

The level of agreement of student council leaders was also assessed by the researcher with regard to implementation procedure. The sampled student council leaders were requested to express their level of agreements as: 1- Strongly Disagree; 2- Disagree; 3- Moderately Agree; 4- Agree 5- Strongly Agree to the statements presented to the statements describing implementation procedure of school rules (Table 4.7b).



**Table 4.7b: Implementation Procedure according to Student Council Leaders**

Item	M	1	2	3	4	5
Student council leaders are often allowed to attend and participate in disciplinary meetings	3.25	3	6	00	5	6
<b>Percent</b>		(15)	(30)	00	(25)	(30)
Students are given warning (verbal or written) on first mistakes before suspensions or any other types of punishment(s)	4.30	00	1	2	7	10
<b>Percent</b>		00	(5)	(10)	(35)	(50)
Some teachers just give out punishments not as stated in school rules:	2.35	3	12	00	00	5
<b>Percent</b>		(15)	(60)	00	00	(25)
Expulsion of students is only done on the third time a student is being suspended:	3.55	1	2	5	9	3
<b>Percent</b>		(5)	(10)	(25)	(45)	(15)
Student leaders are allowed to give out punishment to errant students	3.90	00	1	2	15	2
<b>Percent</b>		00	(5)	(10)	(75)	(10)
Disciplinary committee is the authorized body that can recommend expulsion of students:	3.95	1	2	2	7	8
<b>Percent</b>		(5)	(10)	(10)	(35)	(40)
A lot of guidance and counseling is given to students in this school	4.50	00	1	00	7	12
<b>Percent</b>		00	(5)	00	(35)	(60)
Teachers use cane (corporal punishment) to solve minor offences	3.05	3	6	00	9	2
<b>Percent</b>		(15)	(30)	00	(45)	(10)
<b>Overall Mean</b>	<b>3.61</b>					

Table 4.7b illustrates that the sampled student council leaders agreed (M=3.61) that implementation of school rules is appropriate in managing student discipline. They agreed that a lot of guidance and counseling is given to students in this school (M=4.50; 95%); students are given warning (verbal or written) on first mistakes before suspensions or any other types of punishment(s) (M=4.30; 85%); disciplinary committee is the authorized body that can recommend expulsion of students (M=3.95; 75%); student leaders are allowed to give out punishment to errant students (M=3.90; 85%); expulsion of students is only done on the third time a student is being suspended (M=3.55; 60%). They however undecided whether or not

student council leaders were often allowed to attend and participate in disciplinary meetings (M=3.25) and that teachers use cane (corporal punishment) to solve minor offences (M=3.05). The student council leaders disagreed (M=2.35; 75%) that some teachers just give out punishments not as stated in school rules.

This finding suggests that the student council leaders are supportive of the implementation procedure of school rules in the public secondary schools in the area. Although the views of student leaders tend to suggest that implementation of school rules are standardized, findings by Simatwa (2012) in study that investigated infractions and methods used by head teachers in the management of student discipline in secondary schools. It found that methods of maintaining student discipline in schools were contingent upon the environment, and school leaderships often used expulsion, suspension, caning, physical punishment, detention, and reprimanding; kneeling, guidance and counseling, fining, rewards, wearing school uniform at all times, self-commitment in writing to maintain good conduct, pinching, slapping and smacking. The acceptance by student leaders on implementation procedure therefore seems to emanate from the understanding that errant behaviour need to be punished, and not on the premise of human rights.

#### **4.6 Model Relationship between School Rules and Management of Discipline**

To determine the nature and direction of the relationship that exists between school rules (nature of rules and implementation procedure) and incidences of disciplinary theme (Management of Discipline) among students in the selected secondary schools in Kisumu Central Sub County, the researcher used Pearson ( $r$ ) correlation coefficients. Table 4.8 presents the results.



**Table 4.8: Correlations between School rules variables and Management of Discipline**

	<b>Disciplinary themes</b>	<b>Nature of rules</b>	<b>Implementation procedure</b>
Nature of Rules	.308** (0.01)	1	
Implementation Procedure	.607** (0.01)	.224** (0.01)	1

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Source: Survey (2016)

Table 4.8 shows the relationships between the dependent (management of discipline) and all the independent (school rules) variables to be positively correlated. However, significant and strong relationships are found with one of the independent variables; implementation procedure ( $r=.607^{**}$ ,  $p<0.01$ ; 2-tailed). This means that with appropriate implementation of school rules by the administration of public secondary schools, incidences of disciplinary problems among students can be well managed. This also reveals that most secondary schools which have witnessed few cases of disciplinary problems amongst students might have employed appropriate implementation procedures of school rules.

Similarly, small but positive and significant relationship was also found with nature of rules ( $r=.308^{**}$ ,  $p<0.01$ ; 2-tailed) and management of discipline. These results imply that the more appropriate implementation procedure is, the fewer incidents of disciplinary problems will occur among public secondary schools. Thus, discipline among student can adequately be improved if school rules are satisfactorily implemented.

The researcher proceeded to conduct multiple regression analysis to examine the effects of the potential predictors (school rules) on management of discipline. Table 4.9 presents results of the model of prediction using multiple regressions.

Table 4.9 a): Model of Weighted (Management of discipline, Nature of rules and Implementation procedures) using multiple linear regression

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	.312	.095		3.298	.003
	Nature of Rules	-.336	.146	-.334	-2.308	.029
	Implementation Procedure	.712	.145	.710	4.904	.000

a. Dependent Variable: **Management of Discipline**

**Table 4.9 b) Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					Change	F Change	df1		
1	.688 <sup>a</sup>	.474	.436	.2175538	.474	12.412	2	27	.000

a. Predictors: (Constant), Nature of Rules, Implementation Procedure

Source: Survey data (2016)

Table 4.9 shows results from multiple regression analysis where the independent variables were nature of rules and implementation procedure, while the dependent variable was management of discipline. The researcher used adjusted R squared because it is not susceptible to chance. With Adjusted R Squared = 0.436, this coefficient of determination (predictor indicator) reveals that the variables explain 43.6 % of the variation in disciplinary themes. Thus, the school rules' variables: nature of rules and procedure of implementation of rules all account for 43.6% of management of discipline among students in the sampled public secondary schools, with a significant model fitting ( $F=12.412$  ;  $p<0.000$ ).

Table 4.9 indicates that the Unstandardized Beta for nature of rules is -.334 while that for implementation procedure is .710. indicating that these two variables are important in the management of discipline. This means that the more nature of rules are well designed, the more



incidents of disciplinary problems is reduced albeit moderately. This also reveals that most secondary school which have well designed rules have experienced fewer cases of disciplinary themes amongst students, though this is moderate in the sense that it's not an aspect that seem to highly influence discipline management in secondary schools. in the secondary schools within Kisumu West Sub-County.

.Key informant interview conducted with the Sub County Quality Assurance Officer revealed that rules are formulated with the participation of all stakeholders. The informant stated that:

Participation of students, teachers, BoM, and PA is used as a forum for formation of school rules for the management of student discipline. This is the requirement of the Ministry of Education.

This tends to suggest schools rules are formulated with the involvement of student council leadership, teachers, the Board of Management, and the association of parents and teachers. This is a pointer that school rules are a product of mutual agreement among parties involved in ensuring that peace among student population is maintained. Another view presented by the Quality Assurance Officer is that:

School rules are seldom changed regularly. Changes are only proposed during assessment by the education officer.

This seems to imply that the Ministry of Education is often aware whenever any change to the existing school rules is to be made by any public secondary school. These findings were confirmed records of various school rules that the researcher perused. The sampled schools had insertions that pointed out that rules are formulated through participation, and that any amendment to the same must be through participation one hand, and blessing of the education officer on the other hand.



With regard to implementation of rules, interview with the key informant revealed that it is not possible to observe impartiality or fairness in implementation of school rules. However, with regard to the use of corporal punishment, the informant stated that:

There exist some elements of corporal punishment depending on the nature of misbehavior on the part of the student.

This implies that corporal punishment is only administered to correct specific incidences of misbehavior. In analysing various records like the 'black book' among others, the study confirmed that incidents of student conduct also confirmed that different misconducts attract different types of corrective measures.

Finally, occurrences of disciplinary themes among students were found to be minimal during interviews with the Quality assurance Officer. The officer stated that:

Apart from absenteeism which seem to be rampant among secondary school students, cases like fighting, possession or usage of mobile phones, lateness, disobedience against student leaders, and sneaking out of school among others, are few.

This seems to suggest that disciplinary themes are not a menace among the sampled secondary schools. The institutions seem to have succeeded in managing student discipline among them. In scrutinizing individual student files to establish recorded individual misconducts, the study established isolated cases of the same. The only common incidents that were appearing in almost all the randomly selected files in each school are absenteeism: at least each student have absented him/herself twice during the school term. This therefore tends to illustrate that the nature of rules and implementation procedure have hugely influenced management of discipline among the sampled secondary school students. The only prevalent form of indiscipline is the incidents of unpermitted absenteeism among students.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings of the study, conclusion and recommendations.

This summary, conclusion and recommendation is based on findings of three objectives that the study sought to investigate: the level of management of discipline; to examine the nature of school rules and their influence on the management of student discipline; and to establish the implementation procedure of school rules and their influence on the management of student discipline in public secondary schools. The researcher also suggests other areas for further studies based on the study findings.

#### 5.2 Summary of the findings

##### 5.2.1 Discipline Management

The study found the principals, deputy principals and PA Chairs believe that discipline has been managed to a moderate extent. Fighting, possession and usage of mobile phones, unpermitted lateness, disobedience against teachers and student leader, exam cheating, unpermitted absenteeism, sneaking out of school, and usage of intoxicating drugs and alcoholic beverages have all occurred to a moderate extent.

The study also found that the student council leaders were of the opinion that disciplinary problems to have occurred to a small extent, signaling the adequacy in management of discipline. Fighting, possession and usage of mobile phones in school, disobedience against student leaders and teachers, exam cheating, sneaking out of school, usage of intoxicating drugs and alcoholic beverages, have all occurred to a small extent in the public secondary schools where the survey was conducted.

### **5.2.2 Nature of Rules**

With regard to the nature of rules, the sampled principals, teachers and PA chairs together were of the opinion that school rules are appropriate in managing student discipline. In particular, it was found that the rules are short and simple, are reflective of the expectations and traditions of the community, uphold children and human rights, students are educated on the school rules on admission to school, written and distributed to students, derived from and complies with education Act and other Kenyan laws, and are easily understood and interpreted by students teachers.

Findings also revealed that student council leaders were unsure whether or not the nature of rules put up in schools was adequate for management of discipline. It was particularly revealed that school rules are written and distributed to all students, students are educated on school rules continuously after some stay in school by teachers or student leaders, students are educated on the school rules on admission to school, and students, through their leadership, are involved in the formulation of school rules. The student council leaders additionally revealed that school rules are decided upon as problems arise, and that some school rules are out dated and inhumane to students. Similarly, findings also revealed that student council leaders are not sure whether or not school rules are acceptable to all the student population, and whether the school rules are often rigid and are not flexible to particular situations.

### **5.2.3 Implementation Procedure**

Concerning implementation procedure of school rules, findings revealed that it is not clear to the principals, teachers, and PA Chairs whether or not the same are appropriate in managing student discipline. Specifically, it was unclear whether or not: sections of the teachers just give out punishments not as stated in school rules, expulsion of students is only done on the third time a



student is being suspended, a part from teachers, student leaders also give out punishment to errant students, and that disciplinary committee is the authorized body that can recommend expulsion of students. Additionally, findings revealed that teachers do not use cane (corporal punishment) to solve minor problems, a lot of guidance and counseling is given to students in the school, students are given warning (verbal or written) on first mistakes before suspensions or any other types of punishment(s), and procedure of discipline is elaborate and students are given chance to defend themselves.

In the opinion of student council leaders, findings revealed that implementation procedure of school rules is appropriate in managing student discipline. Specifically, findings from the council leaders revealed that a lot of guidance and counseling is given to students in this school, students are given warning (verbal or written) on first mistakes before suspensions or any other types of punishment(s), disciplinary committee is the authorized body that can recommend expulsion of students, student leaders are allowed to give out punishment to errant students, teachers do not just give out punishments against procedure of school rules, and expulsion of students is only done on the third time a student is being suspended. Similarly, findings also revealed that student council leaders were occasionally allowed to attend and participate in disciplinary meetings, and teachers sometimes use cane (corporal punishment) to solve minor offences.

### **5.3 Conclusions**

Emanating from the summarized findings, the study concludes that teachers, PA chairs and principals believe that management of discipline among schools is incoherent, and student disciplinary incidents are not rampant in all public secondary schools in the sub county. On the other hand, the student council leaders believe that disciplinary problems among students are scarce, and the rules used for managing student discipline neither reduces or increases disciplinary problems. It is also concluded that the school rules' variables: nature of rules and

procedure of implementation of rules all account for 43.6% of management of discipline among students in the sampled public secondary schools, with a significant model fitting ( $F=12.412$  ;  $p<0.000$ ).

Similarly, rules used for the management of student discipline in public secondary schools in the area are appropriate. Student council leaders however, were unsure whether or not the nature of rules aid management of discipline. Additionally, nature of rules has a significant influence on the management of student discipline among the public secondary schools in the in Kisumu Central Sub County.

Implementation procedure, depending on how it is carried out in each school, may or may not result into management of student discipline. Similarly, implementation procedure has significant influence on the management of student discipline among the public secondary schools in the area.

#### **5.4 Recommendation for Improving Disciplinary Management**

Emerging from the conclusions drawn by the study, the researcher provides recommendations for improvement in management of student discipline as well as areas for further research. First, management of student discipline has been found to be incoherent, with each school facing its own situation. It is also found that 43.6% is attributed to nature of rules and implementation procedure account for the management of discipline. It is therefore recommended that the management of each school should put in place prudent rules and implementation procedure to aid in the management of student discipline.

Similarly, nature of school rules is found to be significantly related to management of students discipline in public secondary schools. The study therefore recommends that the management of public schools should continuously revise school rules so as to align them (rules) with the



prevailing and emerging circumstances or lifestyles of the youths across the Kisumu Central Sub Country.

Owing to the fact that implementation of school rules contributes most to management of student discipline amongst public secondary schools, it is recommended that formulation and procedure for implementing schools rules should first be agreed upon by students in consultation with other stakeholders.

#### **5.4 Suggestions for Further Research**

Considering the recommendations for improving management of discipline among public secondary schools, the study suggests that further studies need to be conducted in some of the following areas: First and foremost, implementation of school rules by school administrators (Principals, Deputies, and Teachers) is found to be significantly influential in managing student discipline in public secondary schools. The study therefore recommends that a study be conducted aimed at the assessment of implementation procedure of school rules and their acceptability by the student population among public secondary schools in Kisumu Central Sub County.

Similarly, given that the study findings revealed that there are other factors, although minimally, which influences management of student discipline in public secondary schools, the study recommends that a study be conducted on the contribution of support of the stakeholders on implementation of schools rules for the management of student discipline in public secondary schools.

## REFERENCES

- Adams, N. (2003). *Secondary school management today*. London, Melbourne, Sydney, Auckland Johannesburg, Hutchinson Ltd, Clandos place.
- Ali, A.A., Dada, I.T., Isiaka, G.A. and Salmon, S.A. (2014). Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. *Journal of Studies in Social Sciences*, 8 (2), 254- 287.
- Allen, K.P. (2010). Classroom Management, Bullying, and Teacher Practices. *The Professional Educator*, 34 (1), 1 – 15.
- Amin, M.E, (2005). *Social science research; Conception, Methodology and Analysis*. Makerere University, Kampala.
- Bahemuka, G. (1998). *Discipline and punishments in schools*: Kabamu Ghest services, Kampala.
- Blandford, S. (1998). *Managing Discipline in Schools*. London: Routledge.
- Blumenfeld-Jones, D.S. (1996). Conventional Systems of Classroom (The Patriarchy Speaks). *Journal of Educational Thought*, 30 (1), 5 – 21.
- Bogdan R. C., Biklen, S.K. (2004). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Bechuke A.L and Debeila J.R (2012) Applying Choice Theory in Fostering Discipline: Managing and Modifying Challenging Learners Behaviours in South African



Schools; *International Journal of Humanities and Social Science*. 2. (22) 240 – 255,  
[Special Issue – November 2012]

British Psychological Society (2010): *Code of Human Research Ethic*; GB; London

Cameron, M. (2006) Managing School Discipline and Implications for School Social  
Workers: A Review of the Literature; *Children & Schools Vol. 28* (4) pp219-227

Chamberlain, T., George, N., Golden, S., Walker, F. & Benton, T. (2010). *Tellus4 National  
Report* DCSF Research Report DCSF RR218

<http://publications.education.gov.uk/eOrderingDownload/DCSF-RR218.pdf>

Chaplain, R. (2003). *Teaching Without Distruption In Primary School: A Model For  
Managing Pupil Behaviour*. London: Routledgefalmer.

Classroom Discipline Plan. (2005). Available:

<http://student.ed.uiuc.edu/freymuth/490i/classroomdiscipline.htm>. Accessed: June  
11, 2014

Cohen, L., Manion, L. & Morrison, K. (2008). *Research methods in education*. (6th ed).  
London: Routledge.

Cotton, et al (2000). *Student Discipline and Motivation: Research Synthesis*. Portland:  
Northwest Regional educational Laboratory.

Cowley, S. (2001). *Getting the Buggers to Behave*. London: Continuum.

Creswell, J. W. (2003). *Research design: qualitative, quantitative and mixed method  
approaches*. Sage Publications, United Kingdom.

Darling-Churchill, K., Stuart-Cassel, V., Ryberg, R., Schmitz, H., Balch, J., Bezinque, A.,  
& Conway-Turner, J. (2013). *Compendium of School Discipline Laws and Regulations  
for the 50 States, Washington, D.C. and Puerto Rico*. National Center on Safe Supportive  
Learning Environments. Available at: <http://safesupportivelearning.ed.gov/School-Discipline-Compendium>

Darling, N. & Steinberg, L. (1993) 'Parenting Style as Context: An Integrative Model',  
*Psychological Bulletin*, 113, pp. 487-96.

Ehiane, O. S. (2014) Discipline and Academic Performance (A Study of Selected secondary  
Schools in Lagos, Nigeria); *International Journal of Academic Research in  
Progressive Education and Development*, 3, (1) 181 – 194;

EMDC (2007): *Learner Discipline and School Management: A practical guide to understanding  
and managing learner behaviour within the school context*: Western Education Department

Fadhili, W. (2005, September 23). „Indiscipline in Schools. Who is to Blame? *The  
Standard*, p. 10. Nairobi: The Standard Group.

Gall, M.D.& Gall, J.P. (2007). *Educational Research: An Introduction*, (8<sup>th</sup> ed.). Boston:  
Pearson Educational Inc.

Gershoff, E. (2002). 'Parental Corporal Punishment and Associated Child Behaviours and  
Experiences: A Meta-Analytic and Theoretical Review', *Psychological Bulletin*, 128,  
pp. 539-79.



Gregory, A; Dewey, C; Xitao, F; Peter, S; Tse-Hau, S and Francis, H (2010) Authoritative school discipline: high school practices associated with lower bullying and victimization. *Journal of Educational Psychology* 102 (2) pp 483-496

Hoy, W.K., & Miskel, C.G. (2005). *Educational Administration. Theory, Research, and Practice*. New York: McGraw-Hill.

Human Rights Watch. (2005). *Spare the Child*. Available:

<http://www.hrw.org/reports/1999/Kenya999-05.htm>. Accessed: June 13, 2014.

Jimi, M. (2008). *The Role of Educators in Management of School Discipline in Nkangala Region, Gauteng*. Med. Desertation. Johannesburg University. Witwatersrand.

Joubert, R. & Bray E. (eds). (2007). *Public school governance in South Africa*, Pretoria: Centre for Education Law and Education Policy (CELP).

Kamau, J. (2003, April 29). „So Now We Can Beat Children Senseless?. *Daily Nation*. P. 9. Nairobi: Nation Media Group.

Kiggundu, H. (2009); *The influence of discipline management by Head Teachers on students' academic performance in selected private secondary schools of Busiro County in Wakiso district*; Masters of Arts in Educational Management Thesis of Makerere University, Uganda.

- Kimani, J. (2009, August, 4th). Dialogue Key to Fixing Discipline; Issues in Schools. *Central African Standard*. P 3. Nairobi: The Standard Media Group.
- Kiprop, C. J. (2012) Approaches to Management of Discipline in Secondary Schools in Kenya; *International Journal of Research in Management* 2 (2) 120 - 139
- Koenig, L. J. (2008). *Smart discipline for the classroom: respect and cooperation restored*. (4<sup>th</sup> Ed.). Thousand Oaks: Corwin Press.
- Kombo, D. & Tromp, D. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publication Africa.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd Publishers.
- Kriener, A. (2000). *Everything you need to know about school violence*. New York: Rose publishing Group Inc.
- Kubai, R. (2004, March 18). Course That May Change the Way Schools are Run." *Central African Standard*, p. 4. Nairobi: The Standard Group.
- Latham, A.S. ( 1998). Rules and Learning. *Education Leadership*.58, (6), 104-105
- Lewis, R, Romi, S, Katz, Y.J, and Qui, X (2007) Students' reaction to classroom discipline in Australia, Israel, and China; *Teaching and Teacher Education* 24 (2008), 715-724
- Lewis, C.W., Butler, B.R., Bonner, F. A., & Joubert, M (2010) African American Male Discipline Patterns and School District Responses Resulting Impact on Academic

Achievement: Implications for Urban Educators and Policy Makers; *Journal of African American Males in Education* 1 (1) 8 – 25.

Macharia, J. M., Thinguri, R. & Kiongo, P. (2014). An Investigation into the Deputy Principals' Preparedness in Discipline Management in Secondary Schools in Kenya; *International Journal of Education and Research*. 2 (6) 199 – 214.

Maingi, C. K. (2015). *School based factors influencing students discipline in public secondary schools in Kitui Central Sub County, Kenya*. Unpublished project submitted to University of Nairobi.

Maphosa, C. & Shumba, A. (2010), 'Educators' disciplinary capabilities after banning of corporal punishment in South African schools', *South African Journal of Education*, 30, (3), pp.387-399.

McCall, D.S. (2005). *School Codes of Conduct and Zero Tolerance*.

Available: <http://www.safehealthyschools.org/whatsnew/capzerotolerance.htm>

Accessed: May 16, 2014.

Ministry of Education (1987). *A Manual for Heads of Secondary Schools in Kenya*.

Nairobi: Government Printer.

Ministry of Education and Ministry of Human Resource Development .(1999). *School Management Guide*. Nairobi: Jomo Kenyatta Foundation.



- Mtsweni, J. (2008) *The role of Educators in the Management of School Discipline in the Nkangala region of Mpumalanga*; Unpublished Masters of Education Degree of the University of South Africa
- Mugenda, M.O & Mugenda, G.A. (2003). *Research Methods: Quantitative and Qualitative Approaches*, Nairobi: Acts University Press.
- Munn, P., Johnstone, M., Sharp, S., & Brown, J. (2007). Violence in schools: Perceptions of secondary teachers and head teachers over time. *International Journal on Violence and Schools* No. 3 April 2007 pp52-80.
- Nakpodia E.D. (2010). Teachers' disciplinary approaches to students' discipline problems in Nigerian Secondary Schools: *International NGO Journal* 5 (6), pp. 144-151,
- Nasibi, W.M.W. (2003). *Discipline: Guidance and Counselling in Schools*. Nairobi: Strongwall Africa.
- Nasongo, J.W. (2008). A Critical Reflection on Luigi Giussani's views on the role of Authority in Education, in Sanna, P. et.al. Eds. *Education and Reality*. Nairobi: Fondazione AVSI and Kenyatta University.
- Ndagire, B. (2012). *Management of students' discipline in private secondary schools in Entebbe Municipality Wakiso District*. Unpublished report submitted to Makerere University.
- Ndeto A. M. (2013). *Effectiveness of school rules and regulations in enhancing discipline in public secondary schools in Kangundo Division, Machakos County, Kenya*. Unpublished thesis submitted to the Catholic University of Eastern Africa.

- Neill, S.R.St.J. (2001) *Unacceptable Pupil Behaviour: A survey analysed for the National Union of Teachers by the University of Warwick Institute of Education*. Teacher Research & Development Unit <http://www.teachers.org.uk/files/active/0/Violrep2.pdf>
- Nelson, M.F. (2002). *A Qualitative Study Of Effective School Discipline Practices: Perceptions Of Administrators, Tenured Teachers, And Parents Of Twenty schools*. Unpublished Doctor of Education dissertation, Central Tennessee State University, Tennessee, USA.
- Nunnally, J.C. (1978). *Psychometric Theory* (2<sup>nd</sup> Ed.). New York, USA : McGraw-Hill.
- Ouma, M. A., Simatwa, E. M. W., & Serem, T.D.K. (2010). Management of pupil discipline in Kenya: A Case Study of Kisumu Municipality. *Educational Research* 4 (5) pp. 374-386
- Oso, W.Y. & Onen, D. (2008). *General Guide to Writing Research Proposal and Report: A Handbook for Beginning Researchers*. (2nd ed). Kampala: Makerere University.
- Otieno, O. (2004, Sept.). Prefects take an oath of office special report on student leadership. *The Standard*, P. 4. Nairobi. The Standard Media Group.
- Oyaro, K. (2005, November 02). Discipline: Where to Draw the Line. *Daily Nation*. Nairobi. Nation Media Group. p. 9.
- Porteus, K., Vally, S., & Ruth, T. (2001). *Alternatives to Corporal Punishment. Growing Discipline in Our Classrooms*. Cape Town: Heinemann Publishers.

Ragin, C.C. & Amoroso, L.M. (2011). *Sociology for a new century: Constructing social research*. (2nd ed.). London: SAGE Pine Forge Press.

Ramharia, V. (2006). Discipline/indiscipline and violence in secondary schools in Mauritius. *MIE news* 30/11/2006. (Mauritius Research council, Mauritius).

Republic of Kenya. (2001a). *Children Act*. Nairobi: Government Printer.

Republic of Kenya. (2010). *The Constitution of Kenya*. Nairobi: Government Printer.

Republic of Kenya. (1980). *Education Act*. Nairobi: Government Printer.

Republic of Kenya. (2013). *Education Act*. Nairobi: Government Printer.

Republic of Kenya. (2009). *Kenya Population Saturated*. Nairobi: Government Printer.

Republic of Kenya. (2001b). Legal Notice No.56/2001. , Nairobi: Government Printer.

Republic of Kenya. (1988). *Report of the Presidential Working Party on Education Manpower Training for the Next Decade and Beyond*. Nairobi: Government Printer.

Republic of Kenya. (2001c). *Report of the Task Force on Student Discipline and Unrest in Secondary Schools*. Nairobi: Government Printer.

Republic of Kenya. (2012). *Sessional Paper No.14 of 2012 A Policy Framework for Education and Training in Kenya: Reforming Education and Training in Kenya*. Nairobi: Ministry of Education and Ministry of Higher Education Science and Technology.



Republic of South Africa, (1996): *South African Schools Act 84 of 1996*, (Government Gazette of 15 November 1996, no 17579), Government Printer, Pretoria.

Republic of South Africa. (1996). *South African Schools Act 84 of 1996*, (Government Gazette of 19 September 2011, no 34620), Government Printer, Pretoria.

Republic of South Africa, (1996a): *Constitution of the Republic of South Africa 108 of 1996*, (Government Gazette of 18 December 1996, no 17678), Government Printer, Pretoria.

Republic of South Africa (1998): *Government Notice 776 of 1998, Guidelines for the consideration of governing bodies in adopting a code of conduct for learner*, (Government Gazette of 15 May 1998, no 18900), Government Printer, Pretoria.

Rogers, B 1998.

Reyes A.H. (2006) *Discipline, Achievement, and Race: Is zero tolerance the answer?* Rowman and Littlefield Education.

Rosen, L. (2005). *School discipline: Best practices for administrators*. California: Corwin Press INC. Publisher.

Ruane, J.M. (2008). *Essentials of research methods: A guide to Social Science research*. Victoria: Blackwell Publishing.

Schimmel, D. (1997). Traditional Rule-Making and the Subversion of Citizenship Education, *Social Education*. 61 (2), 70-74.

Simatwa, E.M.W (2012) Management of student discipline in Secondary schools in Kenya, a case Study of Bungoma County; *Educational Research* 3 (2) 172-189.

Singh, P, Mbokodi, S.M. & Msila, V.T. (2004). 'Black parental involvement in education', *South African Journal of Education*, vol. 24, no. 4, pp. 301-307.

Siringi, S. (2013).The Richest and Poorest County. *Daily Nation* Monday 25<sup>th</sup> November, 2013.  
Pg 4.

Squelch, J.M. (2000). *Discipline*. Pretoria: Centre for Education Law and Education Policy (CELP).

Temitayo, O. Mohammed A. Nayaya M. A. and Ajibola A. L (2013) Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus; *Global Journal of HUMAN SOCIAL SCIENCE Linguistics & Education* 13 (14) 1.0 pp 1 -14  
Year 2013 .

Tsai, C., Lin, S.S & Sai, M.J. (2001).Developing an Internet Altitude Scale for High School Students; *Computers and Education* (37), (pp.45-51).

UNESCO. (2005). *Education For All by 2015: We Will Make it?*. Paris: Oxford University Press.

Unicef and GOK. (2010). *2009 Situation Analysis of Children, Young People and Women in Kenya: Securing Kenya's Future in the Hands of Children and Young People*. Unicef and GOK.

United Nations (1990). UN Convention on the Rights and Welfare of the Child. New York: United Nations.

Ward, R. D. (2014) *A Study of Two Urban Middle Schools: Discipline Practices Used to Control Disruptive Behavior of Students*; A dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of Doctor of Education in Educational leadership and Policy Studies

Wasonga, C. O. (2014). *Relationship between head teachers' management styles and level of student discipline in public secondary schools in Rongo District and Kisumu City, Kenya*. Unpublished Phd thesis in Educational Administration, University of Nairobi.

White, C. J. (2005). *Research: A practical guide*. Pretoria: Ithuthuko Investments Publishing.

