INFLUENCE OF PRINCIPALS' PARTICIPATORY MANAGEMENT PRACTICES ON STUDENT DISCIPLINE IN SECONDARY SCHOOLS IN MACHAKOS COUNTY, KENYA

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DECLARATION

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

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DEDICATION

I dedicate this thesis to my beloved wife Alice Wairimu and our children Ignatius Mwangi, Caroline Mutio and Irene Nyaitaha.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

CDE   County Director of Education

KEMI   Kenya Education Management Institute

KICD   Kenya Institute of Curriculum Development Science

and Technology

KSSHA   Kenya Secondary Schools Head Association

MOEST   Ministry of Education Science and Technology

NACOSTI   National Commission for Science Technology and

Innovation

UNESCO   United Nations Educational Scientific Cultural

Organization

TSC   Teachers service commission

C HE   Commission for Higher Education

ABSTRACT

The purpose of the study was to investigate the influence of principals participatory management practices on discipline of students in secondary schools in Machakos county, Kenya. The study sought to determine the extent to which involvement of students in decision making, their perception of principals fairness in students assumption of office, motivation of peer counsellors, induction of students into school culture, use of student mentoring programme and principals communication to influence students discipline in secondary schools in Machakos County, Kenya. The study used systems theory by Ludngvan Bartalanffy. Governance includes enhancing students learning and development, social and practical competence, self- confidence, self-esteem, and sense of humanitarian responsibilities. It impacts self-reliance, respect, cooperation with sense of responsibility and purpose, integrity, self- discipline and respect for diversity. The principal as the key implementer assumes the role of moderator of all aspects of participatory practices. Questionnaires for principals, interview guide for teachers and student leaders were used as instruments of data collection. Descriptive survey design was adopted. The study sample consisted of 118 public and private schools principals, 108 teacher and 1534 student leaders. Each school provided 13 student leaders. Data was analysed using SPSS. Descriptive statistics was used to analyse data then, tabulate and present data. The results generated were reported in tables, pie charts, bar graphs and cross-tabulation tables and the explanations of the findings were thematically discussed. The correlation co-efficients were used to determine the strengths of the association between the various participatory practices and establish if statistically significant or not. The findings indicated that 94.1% school students were involved in decision making while 5.9% of schools did not involve students in decision making and the level of discipline was very low. The incidences of student discipline in those schools were high a factor that could have been occasioned by students sense of ownership and feeling respected and recognised, 88.6% of student leaders perceived their principals to be fair in allowing them to choose their own leaders, cases of discipline issues were minimal at 11.4% of all the sampled schools whereas imposition of student leaders tended to be met with either open hostility or outright demonstrations. Schools that allowed election of student leaders maintained discipline while those without elections had discipline cases. It was established that 82.2% of principals support peer counsellors as opposed to 17.8% who did not provide support or motivate such counsellors. Peer counselling tests show highly correlated to sound discipline. The study establishes that student's discipline was not prevalent in schools where peer counselling was not supported. It was established that 74.6% of principals supported student leaders induction which appeared to increase cases of being disciplined while 25.4% did not support which translates to discipline cases being reported. Similarly mentoring of students was practised in 66.3% sampled schools and in such institutions cases of discipline were high. In the 33.7% of school without peer counselling they experienced many discipline cases. The study concludes that involvement in decision making, fairness in election of student leaders and support of peer counsellors, mentorship and induction seem to highly correlate to student's discipline. The study recommends a replication of the same in a number of counties involving teachers and Board members as respondents.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Participatory management practices refer to the involvement of all the stakeholders in a sector. It entails complete compliance with the aspects of participatory and representative democracy (McGrath 2010). Secondary education in USA has maintained and expanded in enrolment and therefore student governance has to be improved to cater for increasing numbers and subsequent changes. Given the amount of meaning and worth provided for secondary school education and passion for its educational values shown by teachers and students, positive effects on students' participation seem definite. A number of studies including (Dowry, Bosco & Silver, 1994) and (Kuh & Lud, 1994) associated the importance of student governance in ensuring discipline prevailed in schools. Cufied (1994) in Klopf, (2000) postulate that participation in school governance is credit for schools to train future leaders, advocates and service providers to countrymen.

When student leaders are given training and experience in collegial governance, their education and development are enhanced greatly. Student leaders are representatives of their constituents and provide vital resource in the formation of effective institutional policy. Student participation in shared governance enhances greater acceptability and support for policy decisions. Astin and Astin (2000) as well as Duggan Garland, Jacob and Gasolick (2008)

and Casting, Gibson and Lampkin (2007) postulate that development of leadership and leaders is central for secondary school education. Hale Forrester &Bor (2008) avers that most schools aim to prepare future leaders. It's important to understand the impact that both in class and out of class experience have on the leadership skills. It is also significant to note that analysis must be followed in understanding how involvement in leadership influences student's discipline.

Those involved show a significant gain in areas of skills in decision making activities, value ethical concerns and understand leadership theories. Astin and Astin (2000) theory of involvement posits that having taken place inside and outside class environment student leaders learn great deal by becoming involved in extra curriculum and co-curricular activities. Astin and Astin (2000) contends that institutions environment play key role in aid of students as it offers students wide variety of opportunity for interaction with other ideas and people.

Studies carried out by Pascarella and Terenzini (2005) postulates that the impact and outcome of participatory processes enhance general involvement in school leadership programmes and activities. Hutchens and Hector (2005) affirm that participants will experience leadership differently based on the organizations cultural contents and trained differently due regional disposition.

Okumbe (1998), postulates that leadership is about influencing students to do on their volition what they would not otherwise do without fear of reprisals. It is about adherence. A student leader refocuses other student attention to abide by rules and regulations of the institution. This is about governance and management of basic education and training for purposes of ensuring effective, efficient management of basic education and training. This is about regulations established in structured sub-governance and management.

Jan (2005) contented that over the period up to 21st century, the enrolment of students in secondary schools has significantly increased, shifting from co-curricular activities to governance issues and their roles on the same. This calls for paradigm shift to effectively deal with the new challenges of increased enrolments and the way of doing things.

Okumbe (1998) defines discipline as values that students should live by within the school, the family, the neighbourhood, and entire world community while Barasa (2007) defines discipline as a learning process that entails a willingness to put forth all the efforts required to achieve a chosen objective. Olembo (1986) notes that leadership of a principal should be democratic; combining self-confidence, friendliness, firmness and tact a position supported by Griffins (1994) who noted that principals' should endow each student with habits, self-respect and proper pride in his integrity that will observe the norms of good conduct out of their own volition and not under compulsion or supervision. Involvement of students in governance is widely perceived as a measure of addressing discipline among students.

Okumbe (1998) noted that principals' should encourage open door policy where students see the principal, explain their problems, bring new creative ideas, encouraging democratic form of school governance where students elect their own leaders. Republic of Kenya (2001) and highlighted the importance of open and interactive communication when carrying out administrative tasks. Copper (1994), Keish (1995), Armini (2000), Vogue (2005), Creese (2005), Pascareela and Terenzini (2005) and Romano (1996) aver that due to their involvement in leadership roles, students learn how to handle conflict and responsibilities, co-operate with others and listen to other peoples opinion and ideas. Cress, Astin, Zimmerman-Oster and Burckhardt (2001) in their study on developmental outcomes of student participation in governance in relation to education and personal development; indicated that those who participate shows significant greater levels of change in areas of social and personal values, leadership ability and skills, civic responsibility, multi-cultural awareness, community orientation and commitment. Cress et al. (2001) further noted that student participation in governance enhances greater acceptance of policy decisions.

Huczynski (2001) says that the success of any organization depends on the quality of leadership and observed that the school principal is the most influential individual in an educational institution and that good leadership is the key in holding efficient administration together. Chapman (2003) explains that the school principal is the primary decision maker, facilitator, problem solver, initiator and social change agent. In democratic leadership the leader

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consults, encourages participation and uses power with rather than power over student. Principals in best performing schools tend to be democratic in approach (Maicibi, 2005). Students discipline is felt all over in democratic society. In the United States of America Gold Fredson (1989) calculated that in six middle schools in Charles town, South Carolina students lost 7932 instructional days because of school suspension in a single academic year due to misconduct in schools.

Communication is very important in school administration and in essence, what the principal does involves communication. It contributes greatly to effective discipline. Many institutions have failed because of poor communication, misunderstood messages and blurred orders. Communication transmits information of rules and regulations, policy guidelines, structural changes, new positions and changes to the students. The student leaders use it to give feed back to the teachers, departments and administration on the progress.

Gold (1989) stated that the students' discipline cases and disruptive conduct in South Carolina was associated with unclear school rules and orders. They were seen as brutally enforced. Balyejusa (1982) in Ogunsayu (1985) established that good student behaviour in Nigeria was fostered through proper communication established by the principal. In Kenya and Machakos County in particular has experienced frequent administrative problem that officials link to communication. The need for involvement of student in school administration has gained momentum. Student leaders (secretaries for

departments) are now a prerequisite as student leaders are delegated certain duties connected with day to day life of the school.

The student governance participation is mainly based on the extent to which involvement in choosing their leaders of the council, and the six administrative task of the school leadership. Conceptualization of good student governance should take its point of departure a consideration of what constitutes good student governance. This is to contribute to the socialization of enlightened, responsible and constructively critical citizen. This is by encouraging the development of an effective capacity and willingness to renew and review prevailing ideas, policies and practices based on a commitment to the common good.

The principle of democratization requires that the governance of the system of higher education and individual schools to be democratic, representative, participatory and peaceful. The structures and procedures to ensure that it is effected by decisions and have a say in making them actualize or through the elected representatives. It requires that decision making process be transparent and in implementing decisions be accountable for the manner in which they perform their duties and utilize resources. Njogu (2004) argues that students ascertain that peace prevails in schools by elections and that representative democracy is through universal suffrage that considers academic, discipline and leadership traits there in.

Student leaders are directly involved in running majority of student welfare inclusive of school activities and events. The Baraza forum forms the basis of governance. Baraza means informal meeting without minutes being taken that is held by the principal and student in the absent of the rest of the administrative team. It is geared towards soliciting information from the students on their challenges and principals' communicating their expectations. Through the Baraza, the principal communicates on issues of importance of democracy, curriculum and instructions, attendance for classes for teachers and students. This takes the burdens of supervision from the principal to student leaders. The student personnel and control is manifested when the school holds co-curricular activities and ensures all are in their right places of activity. The staff personnel is where the secretary to the environment and dining hall liaise with school workers and ascertains no losses made, no pilferage and school pavements are well kept and maintained.

Njogu (2004) postulates that it is in the baraza principal articulates issues pertinent on fees payment, school projects and concur on most urgent and critical areas to be funded. The principal discusses with students on the importance of savings, proper utilization of school resources and dissuade on misuse of school resources. The financial implications which are escalated bills in form of water expenses, electricity bills and the attendant challenge to cut down on costs. The school planned infrastructure where all participated in installation and usage need deliberation that issue of mishandling and misuse does not arise.

According to Njogu (2004) use of election through universal suffrage is the criteria for the choice of student leaders with emphasis on academics; discipline and leadership traits bring about tranquillity among students as student leaders involved in running student welfare that is inclusive of school activities and events. Mbae (1994) noted that in Kenya like many African countries has undertaken little effort to promote the democratic ideals envisaged in collegial leadership by involving students in matters of governance.

According to Dugar (2006) the development of student leaders remain a central goal for institutions as evidenced by mission statements and increased presence of leadership development programmes in schools. Magolda and Ebber, (2006) argue that institutions are discovering the importance of providing purposeful, meaningful out of class experience for all students. The need of student participation in governance and its proponents that revolve on the position of school in the society and the age factor of the students. The concerted effort about school rises as they are the source of human and material resource in the community. What is inculcated in the students is as paramount as the society absorbs what the school produces. The two are critical since what the society desires in its citizenry should be reflected in the school. Democracy and leadership in society is reflected in the school setup and so schools are seen as agents of training students in skills, attitudes and attributes for participatory governance in schools (Mbae, 1994).

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Otieno (2001) avers that students' participation in governance is on the presumption that they are mature enough to take responsibility in line with administrative tasks involved. It's a fact that students take on leadership in schools with responsibility arguably as mature person. This makes the participation in governance look practical. The concept of participatory leadership and governance in education for students became noticeable when enrolment started going up that resulted to new technique's being brought up. The immediate concern was that students had a lot to avert unrest and damage to property. Investigations on student unrest reveal that students are frustrated by lack of involvement in administrative processes in their institutions. The kind of leadership that cannot be emulated is where students are sidelined. The student participation in governance though cited important the democratic leadership ideals were not inculcated in training and preparation of school administrators.

Dugar (2006) postulate that development of school leaders remain a central goal for institutions as evidenced by mission statements and increased presence of leadership development progresses in schools. Magolda and Ebber (2006) argued that institutions are discovering the importance or providing purposeful meaningful out of class experiences for all students. Studies on secondary education have touched on the impact of student involvement, student leadership programme and student governance participation. Whitt (1994) argues that involvement in leadership and governance is associated with gains in practical and interpersonal competence, development of leadership skills,

related to later job success, intellectual development and development of altruism. The involvement of student leaders in governance in most parts is centered on managerial skills such as leadership, decision making, planning, organizing and team work.

Although there are many advocates on the students' involvement, few researches that explore this view have enacted what to find out in the out of class experience. This is the reason for this research. In democracy, the leader consults, encourages participation and uses power with students rather than power over students. Unrests have been reported in 1996,1998,1999,2001, 2004, 2008,2009,2012,2013, 2014 and 2015; it has become a worrying trend. Garagae (2007) did a study in Zimbabwe and noted discipline problems manifesting in various ways such as alcohol and substance abuse, truancy, bullying, cheating in exams, vandalism and unwilling to do work, a position supported by (Ngotho, 2011) in Kenya.

The problem of discipline cases in schools is not unique to Kenya. It is a global issue of great concern spanning political, economic, geographical, racial, gender and social spectrum. There is growing concern of students discipline cases in the United Arab Emirates (Khaleej Times, 2006) where teaching methods were blamed for the students' discipline cases with parents getting anxious and frustrated by the increased discipline cases and violence. The major area of concern was the destruction of property and personal injuries.

The same trend was reported in India (India Parenting PVT online Ltd, 2007) and the need to find lasting solution to the same. It was concluded that a

solution to the issue of discipline cases would make students education and schooling experience more productive. Discipline cases reported in England and Wales, the government planned a crackdown on school discipline cases by giving schools powers to search students for weapons and other arms. Schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version 2004, Nov 18).

Schools in Botswana marred their image by student's rampant discipline as some perished and others became blind after breaking into a laboratory and drinking toxic amounts of methanol and ethanol. A survey undertaken on the provincial schools revealed that discipline cases had caused a major deterioration in academic performance (BOPA, 2006 July 6).

UNESCO (1998) noted that unruly classrooms round the world had reached alarming proportion. According to Kuntz (1998) bullets in a school in Argentina wounded thirteen year student. In Springfield USA, one student was reported dead and 30 wounded in a shooting associated with discipline cases while in Kobe, Japan a student was decapitated by a fourteen year old. Killing, physical attacks, robberies, attempted arsons and fights between students which ended in tragedies have been making headlines the world over. School violence that involves knives, baseball bats, marijuana, guns have become common. The other incidents are reported from Mexico, Italy, Comoros and Spain (UNESCO 1998). According to (UNESCO, 2015) positive discipline is found in inclusive, learning friendly classrooms.

Rue and Byans (1992) defines leadership as the ability to sway the feelings of those led as indoctrination results in dependency. This leadership is wanting and in secondary schools, influence means top down communication and results in redundant capabilities. Governance is about social contract between the ruled and the rulers, the students and the student leaders and emphasizes symbiotic relationship. The tasks are in different levels of engagement. Each school is expected to involve its students in school activities at the levels of their choice depending on age, health and mental capability. Participatory leadership focuses on the people to influence decision making in levels of policy formulation, design of the program, operation of the program, the monetary process, execution and evaluation. Schools that are successful in achieving their mission and vision, academic targets understand and put in place styles of leadership that are applicable; Autocratic leadership, democratic and laissez-faire method. Principals cannot use one method so integration of the leadership needs to be adopted. There are clear systems that some schools use decorative, manipulative assigned but informed roles, consulted and informed, teacher initiated/ shared participative decision making.

Meaningful participation is active participation in decision making. Caldwell (2005) in his study of centralization and decentralization reveals a continuous rivalry. In schools, principals want to centralize all operations under one mission leading to dictatorship, seeking of uniform approach while in decentralisation there are choices to make and consequences of the same. True participation is only realised when power distribution is across the board and

each category knows their expectations and limits. In schools, strikes and violence are the culmination of feeling of alienation and this triggers students' demands to be listened to (MaGrath2010). American schools seek to maintain social order and inculcate into their students leadership, authority and responsibility. Their system according to Eckstein (1966) affirmed by Koli (2005) the students leaders enjoy more power and privilege than they have service membership which plays the role of maintenance of order in school and make decisions on behalf of others and make follow ups for implementation.

Nicolson (1960) in Koli (2004) in their study on students' participation in governance observed that by close of 19th century Britain had unprecedented increase in number of schools with consequent increase in enrolments. The schools were to emulate the already existing grammar schools with their prefects system. The prefect system was that they had powers over the other students that include awarding of minor punishment, extra assignments, manual work, and detention after school hours and at times recommend suspension. This system had the prefects have formal meetings amongst themselves, plan activities for school but essentially the schools delegated little or no power to them. The prefects were enforcers of order as instructed by the head teacher, were repressive and punitive to the others. In recent years the system has changed in the selection, preparation and their mandates. The repressive nature has been replaced since a varying degree of involvement in decision making has taken place. The head teacher retains the veto power as they can reject any proposal (Kuhl, 2001).

The concept of the ruled and the rulers as a social contract in governance must be properly used in schools. Many teachers indicate that principals concentrate power on themselves and dismiss students' participation, failing to listen to their views, aspiration, frustrations and wishes. This could result in students not trusting school principals and hold them in suspicion of wanting to exploit their parents. School principals wield a lot of power and this ends up corrupting their actions. It is imperative that students be allowed to participate in all leadership levels. Wolfs (1984) makes a critique of the liberal principle of affected interests for the right of students to participate in governance leads to the principle that student participation in decision making is justified by the virtue of being a member of the community.

The perception of students as full members of the academic community carries more currency in studies that seek to make a case of students' right to participate in governance (Bergan, 2003). In Wolf's idealised formulation, a school is a community of persons united by collective understanding, common and communal goals, and bonds of reciprocal obligations, flow of sentiments that makes preservation of the community an object of desire, matter of prudence and command of duty. Some sentiments exist that students in practice are transient members of the community whose commitment to the school mission may be shallow as they are not likely to be personally affected when decisions they may have been party to take effect as they will have completed school. Schools are not egalitarian but structured by fairly rigid professional hierarchy. Students claim to an equal voice and equal authority should be

tampered in view of their limited knowledge and experience and weighed against the competences of other groups (DeBoar & Stensaker, 2007).

The peer recognized expertise and competence in schools as expressed by Thomson (2004) who argues that the Aristotelian claim that popular participation in governance could be established on the basis of competence of ordinary students is considerably less plausible in the context of school setup. Thomson further argues that this does not establish the desirability of exclusivity in school but participation for all. The major groups in governing the school have important benefits that include improvement in quality of decision making in pursuance of the educational purposes of the school. Peer counselling is therapeutic as its people of the same age talking in the same language, going through similar difficulties and challenges and assisting overcome the same.

Downey, Bosco and Silver (1994) in concurrence with Schn and Lavaty (1994) on the long term results of students' participation in school governance is on their social and personal benefits while in school and afterwards. This notwithstanding their involvement was associated with the general satisfaction and the students feeling of wellbeing. Kuh and Lund (1994) looked at the personal changes students attribute to their participation in school governance and include enhancing of students' learning and development, development of social and practical competence, self-confidence, self-esteem and sense on humanitarian responsibilities.

This study is to find out how student participation in decision making while in school and identify the experiences to which are attributed to. Kuh and Lund (1994) rationality on the results regarding the relationship between their experiences and effects. It confirms that there is development and that students leaders participating in school decision making gain more from the experiences. This is by making them think on how their responsibilities can make a difference in the quality of school life as well as their own personal development. Student leaders become more reflective and intellectually competent consequently improving their abilities effectively.

Recent studies have examined the experiences of student leaders elected in schools and have highlighted the student experiences. Robinson (2004) identified the cause of choice to make a stab at leadership and came up with challenges of time constraints, conflict, sense of responsibility and personal development which affect students choices to become leaders in Canada. Leaders seek the position to improve student life, building a school community and diversification of ideas and programmes.

The student leaders faced stress and had issues on time management as they had to multitask and reach promised goals in their term. In respect to their social life, conflict was rampant with peers and administrators due to conflict of interest and vested centralised governance. The student leaders had responsibilities in their position and were demanding, ranging from curriculum and instruction, staff management, student personnel, budgeting and financial management, communication, liaisons with the community and government

functionaries, linking with alumni, peer-counselling, mentorship and student orientation.

Students' involvement in school decision making as a mode of inculcating democratic practices and values improves students discipline. They make students feel valued with great consequences of active citizenship and discipline improves. Thomson (1972) espouses that with widening in the number of people and participants in the main school decision making organ, the inclusion of students have positive educational benefits as discipline improves. It results in benefiting the students themselves and likelihood on improvement of quality of decisions arrived at with consequent acceptance by the students. The acceptance and compliance improves students discipline. The benefits realised as proposed by Epstein (1974) DeBoar and Stensaker (2007) in school governance accrues to the students themselves and the school, an educated citizenry and enlightened school community to ensure a calm school. The system of school governance is acceptable as long as it serves the collective purpose of the school and arises from collective agreement (Woff, 1969). The most appropriate way to distribute authority in school is not to rely on powerful students' leaders to fill up governance slots but empowering student body to be able to choose their representative equitably. Moodie and Eustace (1974) stated that there is a clear distinction between a teacher and a student, the school administrator and the professional administrative team and has to be relevant, for the school and governors. There are different levels of competence and professional authority; this brings in on how to weigh the

relative significance of different functional groups based on respective rights and competence to arrive at reasonable configuration on student representation in school governance (BOM). The governance of academic affairs is the key pillar in a school system, the quality of grades attained in the course of the four years is important.

Students are young and very energetic. The energy must be harnessed to benefit the school and the society and needs to be directed cautiously not to be misused since if channelled in wrong direction it poses serious problem to the school. The stability of schools academic and administrative structures are key aspects for administrators. Students' unrest and discipline issues in schools is more often than not a reflection of the demand for their involvement in school administration. School that have instituted participation of students have relatively smooth administrative times with viewer student related discipline cases. In schools that aim at high academic standards students involvement is mandatory. In an address to a working session, in Nairobi, Kenya, Adkins and Baber, both from the university of North Carolina, United States of America, cited the lack of student participation in curriculum and school administration, as one of the causes of low academic performance in most African and Latin America States. Lack of participation in school administrative activities makes the students feel alienated. These triggers strikes and unrest.

The essence of representation is to serve constituents by exercise of enlightened conscience and mature judgement. Trustee has discretionary authority to act in their best interests and judgement on behalf of their own

judgement or preference. Thompson (1990) argues for discretionary view of student representation in school governance since considering that delegates makes fruitful vertical delegation difficult rendering nullity to representation.

The level of representation should be determined by the category of school which implies that groups whose activities are more centrally concerned with what purpose, boarding facilities, fields and courts where students should have greater representation. Decisions on different kind of school affairs involve representation for different groups depending on their relation to purpose under consideration and especially in day schools. The academic role is primary jurisdiction of academic deans and staff over academic decisions requires utmost restraint and should assert dominant authority in academic affairs. The students should have voice in curricular matters and no involvement in personal appointment or promotion involving sensitive and confidential bio data on staff as this could polarise the relationship between the students and teachers and restraint has to be applied for discipline to be realised.

Tripartite leadership and governance entails that students and administrators are fully involved. In continental Europe as stated by Mason (1978), students to be represented in equal numbers in most institutes in governance organs. The students should not be marginalised in aspects of the school administration but being recognised as the main constituent participant in school governance. The tripartite governance worked reasonably well and in the long run the main beneficiary in terms of influence and power not students but the school. The school is calm, the students are happy and administrator contented.

In continental Europe Mason (1978) states that the representative democracy that emerged in universities after 1968 lasted two decades, DeBoar and Stensaker (2007) attribute the demise of representative democracy to exogenous and endogenous factors. The exogenous issues included fiscal issues, internationalisation, and globalisation and neo-liberal ideologies. The endogenous were the perceived shortcoming of democracy itself of weakening academic control of leadership and learning as is happening now in Machakos County to the detriment of academic standards, emergence of subtle and informal decision making outside official representative governance structure and failure to articulate societal needs (DeBoar & Stensaker, 2007)

Students involvement in decision making is an extension of student authority in governance issues. Students to be particularly influential on social issues dealing with student affairs, educational and pedagogical issues but restrained on employment of staff. Effectiveness of representation is related closely to the extent of bureaucratic and other support student leaders receive in order to fulfil their representative mandate (Koli, 2005).

A number of scholars (Mignot & Gerard 2003, Vankersbergen & Van Waarden, 2004) have made efforts to review the word participatory management across economics, business studies, public administration and comparative politics. The participatory management research is about destabilisation of the traditional governing mechanisms and advancement of new arrangement of governance. This is applied in schools such that school

rules have implications and complexity in setting due to the authoritative approach with which it is executed.

The participation of the students in the formulation is very critical for the acceptance and compliance. This is enhancement of democratic space espoused for in the context of student participation in school governance. It is imperative to note that governance approach is concerned with setting and maintaining the fundamental constitutive rules of engagement in a school. This focuses on rule making, underlying the decision making processes by which resources are authoritatively allocated. Analytically governance ought to be treated separately from policy making; administration and management though interconnected through the governing body (BOM) may be engaged in the related activities.

Hyden (1993) uses governance descriptively to refer to establishing, maintaining and changing regimes in which regime are a set of fundamental rules on the organisation. The rules translate into the constitution, laws, customs and administrative regulations that provide a framework for the formulation and implementation of policy decisions. A regime of governance is the constitutive realm of fundamental rule making underlying ordinary processes of decision making and through which channels and resources are used to gain positions. In schools, one student representation regime hands power from one regime to the other and this confirms Hyden's (1993) conception of governance that regime change imply far-reaching shifts in the

basic laws on how society conducts its public affairs on how the governors and the governed relate to each other.

Schlesinger (1982) argues that a new regime change is completed once the rules of the new regime are accepted by the students and collective actors and the new order can be accounted for as consolidated in the sense that its procedures and normative foundations are culturally entrenched. A substantive regime change (transferred-in new principal and newly elected student leaders) involves emergence and entrenchment of a new way of approach which in time must be evident in the beliefs and practices of the students. Hyden (1993) proposes a matrix of ideal-typical regime types as a heuristic tool for comparing regimes and tracing regime changes that involve generic types of regimes accommodating different variations of democratic processes.

The extend of student participation in school governance may be looked at from the process of regime change that at times is uneven as it adopts a new constitutive rule and persistence of the old ones across different levels. The schools' governance is very complex and changes involve reconstitution of governance modes on varying degrees across different levels and spheres. The student leaders must do away with bifurcation in which old rules prevail in one sphere and new rules in another sphere. This is a recipe for a strike.

The change in governance must therefore involve the simultaneous persistence and dissolution of old rules while some new rules may fail to penetrate the school culture. It's important to take note of the explicit or implicit, formal or informal rules in the school rules. To elucidate Hyden's (1993) approach conception of structural dimension he distinguishes between ascriptive (God-given) social structures that are traditional and primordial and modern or associative civil structure brought about by authority or contract. The ascriptive exist in traditional kinship, ethnic or religious communities and their legitimacy is affirmed by an effective interpersonal trust inherent in communitarian bonds.

Harris and Dyer (2006) noted that governance is in fact a catalogue of different ways in which power is legitimated. The notion of a governance realm in a normative way is the theoretical linkages between analytic qualities of governance and relates them to school stability. This is about improving school discipline. The more a school management is characterised by qualities of a governance realm, the more it generates legitimacy for the students leadership. Leadership led by coercion in prefectorial system, exchange, suspicion/ innovation, blind trust/ compliance produces legitimacy deficit. The deficit leads to instability as students out of collaborative leadership or mobilised against order disrupt the school. This means involvement in decision making improves discipline while failure to involve has negative effects

Recent inspection from the County Education Office details discipline cases in schools such as Kyanguli Secondary, St. Benedict Kimanza, Kinyui Boys, Tala boys, Kawethei secondary, Katwii, Muindi Mbingu, Matungulu boys, Kathiani boys, Kathiani girls, Kwanthanze secondary, Katethya Christian school, Springvale, Kabala boys, Lemma girls, Yatta star school among many others. The total number of schools in this period was 87 out of 342 that translates to 25.44 percentage of all the schools in the county. Students destroyed school property worth hundreds of millions of shillings by burning down dormitories, dining halls, administration blocks and classes. Student lives were lost and left traumatized students (Machakos County Education Office, 2010-2015).

The emerging student indiscipline cases within Machakos County are of great concern, given the gravity of the past effects of student unrests within the County. There is paucity of the research on influence of students centered management practices of discipline of students in secondary schools in Kenya but keenly in Machakos County a county that has been a hot bed of very serious student unrest as evidenced by recent cases of arson, strikes and demonstrations (CDE Machakos, 2015) and the tragic Kyanguli case that decades earlier the issues of concern appear not to have been substantively addressed. Student discipline forms the dependent variable in this study.

The studies available on discipline reveals a knowledge gap on the effects of the influence of principals participatory management practices on discipline of students methods such as students involvement in decision making, fairness of assumption of students leadership, motivation of peer counsellors, induction of

students into school culture and mentoring programmes in Machakos County (Muchelle 1996, Muchiri1998,Wango 2006, Waweru 2008, Kindiki 2009, Kibet, Kindiki &Kitilit 2012, Smit 2010, Bett 2013, Chirreshe 2013, Simatwa 2012, Musyoka 2011, Mulwa 2014). None of the cited studies was undertaken on influence of participatory management practices on discipline of students in secondary schools in Machakos County. This then justifies the need for the study hence a knowledge gap which the study filled.

1.2 Statement of the problem

In the years 2010 to 2013 schools where burnt and lives lost as a result of strikes and demonstration in Machakos County. Some schools like Kinyui Boys in Matungulu district in 2013 property worth millions of shillings was gutted down and in the process two boys lost their lives. Seven schools in Kangundo District went on rampage. In Machakos district fifteen secondary went on rampage. Other affected district like Yatta district eight schools, Matungulu district five schools, Athiriver district four schools, Masinga districts eight, Mwala eights schools and Kathiani district nine schools. This became an issue of great concern and necessitated to find out what was making the student go on strike (Machakos County Director of Education's Office, 2013). The Government of Kenya introduced a policy on students' council to effectively integrate student leadership in the management of the schools. This has been in place for some years despite the fact that schools are still ingrained in prefectural system that is still unpopular amongst students. The ideal discipline situation is of complementarity where rules and ideals are by

concurrence and not directives. Despite all this discipline of students continue to deteriorate with the consequent destructions and many class hours getting lost while students are made to go home in case of disturbances. This trend has been disturbing and principals need to take a proactive approach and make schools better in terms of relations with students by effectively making use of student leaders in their respective schools. In all of these unrests there were complains touching on lack of inclusivity. In 2014, the same trend followed where in Tala Boys in Matungulu district, the students' unrest was hinged on the same, properties burnt and two students lost their lives and many left with scars and trauma. In Term two 2015 a record 31   schools in Machakos County had gone on strike in a span of a month, (CDE-MOE Machakos, 2015).

The study will find out the scope and the areas of students' involvement as a practice since it varies where the schools have students electing their leaders. In Machakos County there has been cases of violent strikes to the extent of students losing their lives and in earlier years Kyanguli secondary led with a record of 69 deaths, a boarding boys school 2 boys died in 2013 while recently term 2 2015, 31 schools reported arson and strikes leaving many students critically injured. Studies by Muchelle (1996), Musyoka (2011) and Mule (2011) indicate that involvement of students in management of secondary schools draws a lot of public acclaim but it is given lukewarm support by principals who are the key drivers to the implementation of the policy. The introduction of participative governance should have reduced the incidences of student infractions in schools but the reality in the schools is that strikes and

breakdown of order seems to be on the upward trend, a matter that is a worrying concern. This is in spite of the suggestive evidence that involvement in decision making has the capacity to stem the tide of students' discipline cases. This study therefore sought to investigate the underlying question of whether use of participatory management has influence on students' discipline, Machakos, County, Kenya.

1.3 Purpose of the study

This study sought to investigate the influence of principals' participatory management practices on discipline of students in secondary schools in Machakos County, Kenya.

1.4 Research objectives

To fulfil the purpose of the study, the following research objectives were explored:

i) To determine the influence of principals' involvement of students in decision making on their (students') discipline in public and private secondary schools in Machakos County, Kenya.

ii) To determine the extent to which students' perception principals' fairness in management of student leadership assumption influences discipline in secondary schools.

iii) To establish the influence of principals' motivation of peer counsellors on students discipline in secondary schools.

iv) To examine the influence of principals' induction of students into schools culture on discipline in secondary schools.

v) To establish the extent to which principals use of student mentorship programmes influence students' discipline in secondary schools.

vi) To establish the extent to which principals' forms of communication influence students' discipline in secondary schools.

1.5 Research Questions

The study has been guided by following research questions.

i) To what extent do principals' involvement of students in decision making influence their discipline in public and private secondary schools in Machakos County, Kenya?

ii) To what extent do students' perception of principals' fairness in management of how students assume leadership influence student discipline in secondary schools in Machakos County, Kenya?

iii) To what extent does motivation of peer counsellors by principals influence students' discipline in secondary schools in Machakos County, Kenya?

iv) What is the influence of principals' induction of students into the school culture on students discipline in secondary schools in Machakos County, Kenya?

v) What is the influence of principals' mentorship programmes on students' discipline in secondary schools in Machakos County, Kenya?

vi) What is the influence of principals' forms of communication on students' discipline in secondary schools?

1.6 Significance of the study

The study findings forms basis for enhanced involvement of students in governance by principals through open channels of communication and formulate on participative governance strategies. The findings of the study are likely to be used by policy makers in the ministry of education on issues of involvement of students in decision making processes, Boards of Management on the aspect of involving students in all their meetings and deliberations to enhance discipline amongst students, principals of secondary schools to understand the importance of the six variables discussed in the study and maintenance of discipline in the schools. It can be used by parents to understand the role of mentorship and communication. KEMI in the inservice of principals, deputy principals and heads of department and designing curriculum and training. Teacher trainers in the universities, diploma teacher training colleges during the pre-service training on how to enhance discipline in their school. It can also be used by the County Education office in formulating guidelines for student involvement in governance.

1.7 Limitation of the study

Respondent bias exists especially in schools where participatory management practices are not widely used and was addressed on the assurance of confidentiality and ethical considerations that the information is for academic purposes only. The study also experienced the challenge of apathy to the study especially in urban areas of the study location where researchers frequent from time to time. To redress the challenge where standard participatory management practices are not used, the study opted for open-ended items where respondents outlined what they consider as their version of participatory management practices. The guarantee of high questionnaire return rate, respondents were assured of confidentiality of their identities.

1.8 Delimitation of the study

The study was conducted in registered public and private secondary schools among student leaders and principals from Machakos County. The study confined itself to participatory management practices as stipulated in the Basic Education Act 2013. The focus on participatory practices was confined to views expressed by students, teachers and secondary school principals.

1.9 Basic assumptions of the study

The study was based on the assumption that

i) Secondary school principals would articulate ideas that demonstrate participatory management practices

ii) Student leaders have participated in the elections for their offices

iii) Students' leaders have played roles in formulation of governance structures in their schools as well as participating in elections leading to their being in offices of student governance.

1.10 Definition of significant terms

Authority refers to discretionary power that is exercised by student leaders or managers of secondary schools like principals in a bid to maintain discipline in their institutions.

Discipline refers to training for young learners in secondary schools people through a variety to act according to rules

Orientation is a process of internalizing the norms and ideologies of a given society and the adjustment or alignment of oneself or ideas to surrounding or circumstances.

Participatory Management Practices refer to practices by secondary school principals and other managers that allow student leaders to take part in decision process on matters that directly affect them

Principal   refers to the most senior teacher appointed by the Teachers Service Commission as a manager of a secondary school in Kenya.

Secondary school refers to a post primary institution of learning that provides instruction to learners in the range of 13 to about 18 years or the part of educational cycle or the transition stage after primary school and before higher education.

Students' perception refers to an attitude that is either positive or negative students' attitude towards their involvement in making decisions on their student leaders.

1.11 Organization of the study

The study is organized into five chapters. The first chapter focus on the introduction that covers the background of the study and statement of the problem, purpose of the study, the objectives, research questions, significance of the study, limitations and delimitation of the study. The second chapter deals with the review of the related literature related to the study. It is done under several subtopics namely discipline, the extent of involvement of students in decision making, the extent of student perception of the fairness of the mode of assumption of student leadership, influence of peer counselling, students' orientation into the school, the extent of student mentorship and principals communications . Chapter three covers research methodology. This include the research design, target population, sample size and sampling techniques, instruments of research and their validity and reliability, data collection and

analysis and ethical considerations. The fourth chapter deals with data analysis techniques and discusses research findings while chapter five has focus on summary of the study findings, conclusions and recommendations as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines the review of related literature on participatory management practices and student discipline under the following subheadings: the concept of participatory management, Students' perception of principals' fairness in management of students' assumption of leadership, principals' motivation of student peer counsellors and discipline, Induction of students into school culture and discipline, Principals' use of mentorship programmes, Principals' forms of communication and discipline, Summary of literature review, theoretical framework and conceptual framework.

2.2 Discipline of students

School discipline is a system of whose punishment and behavior strategies appropriate to the regulation of students and the maintenance of order in school. It aims to control the student actions and behavior and its compliance with school rules and code of conduct (Henry, 2004). Glasers theory states that discipline sets limits restricting certain behavior or attitudes that are harmful or are contrary to school policies, educational norms, school tradition, social conduct and work ethic. In United Stated of America, many research conducted have revealed serious discipline issues and the most prevalent is possession of guns, racial abuse, drugs and substance abuse, sell of drugs in school and indiscriminate killing of fellow student and teachers during a rage.

In dealing with school discipline holistic approach is paramount as it is dealing with human beings who live in a complex lifestyle and environment. The principal must be aware of factors and agents influencing of formation of certain habits, attitudes and inclinations. Okumbe (1998) defines discipline as the values that students should live by within the school, the family, neighbourhood, village and social units. It's a learning process and entails a willingness to put forth all the efforts which is required to achieve set goals. It is a system of guiding the individual to make reasonable decisions responsibly.

The principal management styles play a major role in the discipline of the students and if styles are good and positive students discipline will be good, but if in contrary disciplinary issues will occur. There are two types of discipline; preventive and corrective discipline. The principals mostly use preventive measures whereby he takes administrative action aimed at encouraging the students to follow the school rules, regulations and culture. It's for instilling self-discipline which enhances morale and productivity.

Mcmains (1989) carried out a study in school in Britain and Scottland with aim of establishing the reasons behind suspension in schools. The information gathered was that 80 percent are factors within the confines of the school and the remaining 20 percent was background (home environment) based issues. This study confirmed that the realignment in schools, its stability and performance is as a result of the principals' inclination on discipline matters. The schools with low suspension rates, the principal had nurtured a democratic approach to discipline issues and involved the students in decision making.

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The student leaders had a greater say on disciplinary measures on truant students a factor that in essence reduced disruptive behaviors. This is contrally to if the suspension rates were many and the leaders not centrally involved.

The student and student leaders while at school are expected to abide by rules, be obedient and respectful to authorities and those who contravene the consequences must be well stipulated and clear. The schools have increased in numbers with resultant high enrolments and involvement of students in governance is so crucial that if not checked indiscipline can get out of hand. The social media having a lot of influence on young brains, different styles of upbringing, the urban and rural child, new challenges of drugs and substance abuse. This becomes an issue for students in governance positions to discuss and agree on which way to handle discipline issues that disruptive behaviors don't crop up in schools.

Barasa and Ngugi(1990) postulate that punishments reduces overt signs of misconduct and creates bitterness and resentment, once administered it brings out resentment, hostility, fear and bitterness to the affected student and should be avoided. Rewards in converse increases sycophancy and student will behave in certain ways to be recognised and rewarded. These procedures are becoming less characteristic in present day school management (Beech et al 2004). Child psychology and enhancement of democracy into education theory and practice have forced principals to start modifying their ideals on nature and function of school discipline. The incorporation of student leaders is changing the trend of discipline irrespective of schools (Williams, 1990).

School governance system exists to establish an atmosphere of mutual confidence, respect in school and community with the School rules drawn up to emphasize their value to individuals and their community. It depends on well-defined articulated policy done in conjunction with all concerned parties, the teachers, students and this consensus building makes it easy for enforcement. This entails all participants' issues and views are considered and listened to with equal respect.

Discipline is based on appropriate school learning theory and educational philosophy strategies for preventing violence and promoting order (Greenberg 2001). The Alderian theory emphasizes the understanding of students with maladaptive behaviors and helping same students alter their behaviors while at the same time finding ways to get their needs met,(Alfred Adler, 2007).It has a positive effect on self-concept, attitudes, school atmosphere, academic performance, personal and professional growth. Throughout history of education common means of maintaining discipline in schools was corporal punishment as the teacher was a substitute parent. This was by the cane, paddle or strap. This has disappeared in western world and Europe. Kenya used it for so long until it was outlawed, (Basic Education Act, 2013).

Indiscipline is failure of students to do their work as well as being punctual to school. According to Smith (1993) a new generation of students has arisen with the emergence of student rights have become central to discipline problems. The students no longer uphold the question of discipline and obedience as primary pillars for them to perform in schools. They are

concerned more and more with their rights than what they came to school to learn. They can easily challenge educators' decisions.

Discipline is the assertion of a based desire synonymous with self-control. It is what is gained by requiring that rules or orders be obeyed and punishing bad behavior. It is the training expected to produce a specific character or pattern of behavior especially training that produces moral and integrity issues (Griffins, 1994). A study by (Hollenbeck, Drilman & Furgua, 2003) on relationships between leadership and motivation factors established increased respect for the student as an individual, greater opportunity for freedom and initiative in thought and conduct enhances students' discipline. Hitchens & Hector,(2005),(Magolda & Ebber, 2006) focused on ethical issues, out of class experience and benefits accrued in involvement with governance. They argue that students have to be involved in all areas of their concern to respect process out comes.

2.3 The concept of participatory management and students discipline

Participatory administration emanates from behavioral science movement whose basic tenet is looking at members of an organization as critical players in the management, (Jack, 2004). The participatory decision making theory starts from the premise that the capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of the organizational problems. Participatory governance became noticeable in schools in the United States of America during the 1960's where student activism, violence and vandalism was wide spread (UNESCO, 1973).

A committee of the US senate appointed to looking this aspect in 1974 concluded that activism was motivated by lack of participation in decision making. UNESCO is committed to holistic and humanistic vision of quality education on realization of every student's right to education and plays fundamental role in human, social and economic development. The reality compels new ways of thinking about collective decisions in three key areas the environmental, corporate and governance (Vasundha& Chlotray, 2008).

This is the practice of empowering students to participate in organization decision making. It's an alternative to traditional vertical management structures which has shown to be less effective as students are growing less interested in the principals expectations due to lack of recognition of the participants opinions. While the principal still retain the final decision making veto, students are encouraged to voice their opinions about their current environment. This is sharing authority with emphasis on delegation. It cut across many disciplines and recognizes that students ought to be able to recommend changes or course of action and reflect a believe transferred to and shared with students. Organization culture is thought to represent a symbolic and ideal system composed of values and norms implemented by the school. It guides the meaning of the schools ideals (Kindiki, 2012). There are certain institutions that participate in school structures specific to hierarchical model and their configuring power distribution, authority, communication and decision making. The shift in management paradigm is more self-facilitated and self-sustained approach. Students have freedom and responsibility

accompanied by the necessary tool needed to delegate decision making, authority and evaluation of existing and foreseeable problems.

Students have problems and contingency theory states that each problem is unique and requires different approaches and solutions. The fundamental idea seeks to empower and enhance students' leaders understanding of problems as to explore and generate the greatest potential solutions in democratic inclusion and participation (Kindiki, 2012).Participatory management requires collaborative, consensus with communication, inclusion, transparency and development, creating and sustaining an adaptive capacity for on-going solving with emphasis on social and transformational learning through trust, sustained engagement and relationship development.   In a school, fostering a comfortable environment for students like creating transparency, new relationships, broad participation and learning, implementation and evaluation will sustain diverse participation in managing expectations and actions with a collective understanding of goals and outcomes. Discipline cases and strikes from students' stems from problems caused by misinterpretation or lack of clarity when it comes to communication or questions concerning values, relationships and goals.

Deliberative, collaborative and consensus approach facilitates transformative learning as it includes diverse perceptions to optimize learning outcomes through the interaction of values, interests and world views. Participatory management facilitates sharing, and makes the schools administrators and students stronger through the contributions of individuals. Communicating

values, creating a safe and a comfortable school with genuine concerted efforts makes it successful learning institution to high productivity as in quality grades, motivation of students and teachers, satisfaction and general quality enhancement (Berkes et al, 2003). There are key improvements associated with participatory management practices. Promoting sustainable management practices, increasing social acceptability levels, allowing use of local values and knowledge, greater satisfaction increasing productivity, empowerment of students which leads them protecting their school (ownership), students use their creativity and innovation which in turn can lead to happiness and independence, students have more independence and this takes make responsibility and pride and students leaders feel like integral component towards the school and have more pride, motivation and incentive to fulfill all targets set.

Koontz and O' Donnel (1996) defines school management as an operational process. The main task is to determine the long range of goals of the schools, develop the set objectives, putting into consideration the human power needed and the financial implications. The principal is the manager to gather students' leaders to set goals to be attained and putting consideration the finances required. Principal has the funds but not in possession of all intelligence hence the need for student leaders with immense intelligence, imaginations, positive personality, firmness, fairness and resilience help in controlling disruptive behaviours. Collegial leadership is more attractive as students co-own process. The principal has his skills, talents and his human nature that now integrates

the people of different personalities. As a team they design, develop and implement the schools educational goals and objectives bearing in mind should result into disciplined students.

Aubrey (1992) investigated the extent to which principal leadership practices in schools that were effectively managed different from those of the principals heading schools rated as less effective. The key findings was that principal in high performance schools reported higher level of inspiring and encouraging students to accomplish their goals than their counterparts in less performing schools. Statistically significance difference (P<0.05) was noted between the categories of principals with regard to the extent to which they encouraged the active participation of members of the school community in schools affairs. In participatory management the effectiveness of the schools management processes is dependent on the leadership skills of the principal as he will be willing to adopt or choose autocratic leadership.

Griffins (1996) carried a comparative study in United States of America on elements of schools perceived exemplary in students' performance, involvement and the upcoming schools. The study established that principals in exemplary schools resulted to the usage of inspiration and creation of conducive atmosphere through sharing the power and authority in the school. The schools had developed good consensus and agreements, high level of students discipline, composed student body, motivated workers, and sense of unified leadership and high level of students discipline.

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James and Connolly (2008) in a study on improvement of schools discipline and performance contend that major improvement is when there is change in leadership. The new principal benefits the school with new ideas and practice thus improving discipline. The changes introduced will be improvement on infrastructure, aesthetic values, involvement of all concerned, the teachers, students' leaders, teaching staff, parents and constant reminder on schools mission. This involvement makes students feel part of the school and they have a sense of ownership, they can fully protect it from being damaged from all quarters.

Mac Manus (2008) conducted a study in Zimbabwe with the main objective being to find out ways in which the leadership style of a school and students leaders influenced the extent and nature of the school contribution to students' discipline. The principals, student leaders and teachers in the study revealed that the involvement of the student which in essence accommodated all opportunities, listened to views and ideas put forward by others enhanced school discipline. Copland (2003) carried out a longitudinal study of a leadership in a school programme dabbed the area school reform collaborative (BASRC) in Francisco Bay United State of America.

The programme was based on BASRC theory of action exposing distributive leadership as an essential factor in enhancing members input and consequently school outcomes. It focused on the role of principals in schools where their efforts to broaden and share leadership functions has born fruits. The data was collected using interviews, observations and schedules. The phase 1 covered 63

principals, 27 teachers drawn from 87 BASRC schools while the second covered 16 schools that had reached advanced stage. In this, principals acted as catalyst of change and protectors of school mission. The study revealed that the schools that had reached maturity in their reform process of participatory governance are the ones which the principal had ceased to exert role based authority and had renegotiated their old authority allowing others to step forward and handle duties like meals, dress code, duties and class control. With this discovery the schools were also found to be calm with disciplined students.

Mungai (2001) evaluated teachers perception of the factors which inhibit their participation in decision making of the schools in Nairobi County it revealed that failure by the principal to implement decision previously meant contributed to their inaction. This applies to student leaders when the principal does not implement what agreed upon and poor principal students' relationship could lead to a disruptive behaviors leading to strike. The principal need to share leadership functions with student leaders and this will enhance the morale of the students and motivate them to channel their energies towards school goals which discipline is important.

The extent to which principals would bring to board student leaders depends on whether he applies authoritarian, democratic, transactional, laissez faire or contingencies style in the attainment of schools goals and objectives. Participatory management practices are based on the premise that power and authority should be shared between the principal and the student with principal holding the view that each member of the school has something to contribute to

it success. The principals shares managerial functions with the student leaders making impact of the team (Mullins, 1999) as they are no unilateral decisions regarding the task accomplishment. The principal involves the student leaders such that decisions arrived at are through consensus.

A principal who subscribes to participatory management style on student discipline has positive attitude towards the teachers and students who are critical in enforcing discipline. The school that subscribes to this creates conducive climate characterized by open channels of communication with regard to student behavioral matters between the principal and the parents. This situation makes students develop positive feeling towards their school and consequently reciprocate by supporting it to attain its major goal of producing quality grades and top-notch discipline.

Kuh (1995) argues that the results of student participation in leadership programmes help in enhancement of managerial skills and personal development. Mullen and Nadler (2006) asserts that students who are in leadership or aspire leadership face myriad of challenges including strife, disorganization, students' apathy, inability to establish legitimacy, lack of institutional support and commitment to participatory governance, sense of betrayal by colleagues when reprimanded, this has challenges in trends of involvement in the influence of students in governance. The concerned researches and UNICEF should re-evaluate the effects and outcomes within leadership position in schools.

Otieno (2001) avers that student leaders without proper guidance and training can lose track, lose their focus and get frustrated. A frustrated leader is a liability to the institution and so need the training to match the level of responsibility (governors) and their academic levels of the leader, the abilities and age. To be in leadership the student leader to be respected and must have over and above the rest in terms in academic performance, personal abilities, attributes and charismatic. The rest will respect and school discipline will be very high.

Musyoka (2011) postulate that student leaders and students need to be incorporated in the school finance matters. The mode of fee payment be it in cheques, money orders, M-PESA or cash payment and transfer device; to what level of engagement did students participate in coming up with this policy. This may be issue in rural areas where banks are rare or non-existent. The clubs and societies who contribute money for trips need accountability on total amounts collected and expenditure to avoid any queries that would degenerate into riots.

Duggan (2006) designed a social change model of leadership and suggest that leadership of principals and student leaders is relational, transformational, process minded, learned and changed directive phenomenon. They expose consciousness of self-congruency, commitment, common purpose, collaborative, controversy with civility and nationhood. Leadership concept may be of one variable that impacts on experience. There is a vast difference between the president of the council and other secretaries as the president is

bound to have higher level of pressure and responsibility, high expectations and guidance to the rest. He has to be firm to survive.

Okumbe (1998) defines educational management as the process of designing, developing and affecting educational institutions as organizations and systems with coordinated activities. Okumbe (1998) puts the goals as performance and organizational goals. Institutions of learning comprise groups of individuals whose effort are deliberately co-ordinated for impacting knowledge, skills and attitudes to students to achieve predetermined educational objectives or goals. These are outcomes or performance goals and organizational maintenance goals. In performance goals school sets targets to achieve in national exams (KCSE) while maintenance goals is maintaining high disciplinary standards, high academic standing and public image (Okumbe, 1998).

There are management skills that a principal must have to effectively grasp participatory governance concept. The technical skills are knowledge and proficiency in activities involving method processes and procedures in teaching and learning. The human skills which are the ability to deal with people, co-operate, embrace team work and create an environment in which the teachers and students feel secure and free to express their opinions, conceptual skills to be able to recognize significant elements in situation and understand the relationships. Should be able to design workable solutions to the problems in the light of the realities they face (Katz, 1974 in Okumbe, 1998).

The participatory governance concurs with Arnett's theory of emerging adulthood to explain positive meaning that participants constructed knowledge

of their experiences. Leaders provided them the unique opportunity for intense personal and professional growth. It postulates that it allows students develop and enhance becoming more self-aware and self-confident (Arnett, 2005). It assists in developing occupational skills such as time management and interpersonal communication.

In British and American schools, the general tendency was incorporating students in governance structures and emphasized on areas of student welfare (Epstein, Moodie& Eustace, 1974). Participatory governance of school have negative influences since students have less time, have to resolve conflict among fellow students as well as supervise them in class and may result in dropping of grades. American schools seek to maintain social order and inculcate into their students leadership, authority and responsibility. Their system according to (Eckstein, 1966) affirmed by (Koli, 2005) the students leaders enjoy more power and privilege.

Governance is about social contract between the students and the student leaders and it emphasizes symbiotic relationship. Participatory leadership focuses on the people to influence decision making in policy formulation, design, operation, the monetary process, excursion and evaluation, (Rue &Bryans, 1992). There are clear systems that some schools use decorative, manipulative assigned but informed roles, consulted teacher initiated/ shared participative decision making, (Griffins, 1994).

In schools students have inherent abilities in them and it is imperative they are tapped. The engagement between the administrators and the students should be

anchored on seamless unity. This will be achieved when the administrator is genuine and conscious. Participatory governance is a right of the student leaders espoused in Basic Education Act in 2013. Participation to be appreciated by the students they should themselves feel that they exerted some influence on the process outcomes of the activity. It is about power equalization where use of power by more powerful is replaced by open communication on the basis of equality and fairness (Mbai, 1994).

Effective leadership depends on co-operation and when it's more voluntary and without coercion. The principal should not sue for co-operation after succumbing to pressure from students and parents. When participatory governance is accompanied by co-operation and acceptance it's successful. A right to participate in governance is not a right to be free from basic regulations but in framing of rules of engagement between the students, student leaders and principal. Participatory governance is open to decision making process without irrevocably separating it from responsibility for making sure educational objectives are made, high discipline standards held and principals retain their functions of approving decisions and policy.

Many principals concentrate power on themselves and dismiss students' participation, failing to listen to their views, aspiration, frustrations and wishes. The perception of students as full members of the academic community carries more currency in studies that seek to make a case of students' right to participate in governance (Bergan, 2003). Thomson (2004) roots for peer-recognised expertise and competence in schools and argues that Aristotelian

claim that popular participation in governance could be established on the basis of competence of ordinary students is considerably less plausible. Peer counselling is therapeutic as its people of the same age talking in the same language, going through similar difficulties and challenges and assisting overcome the same.

2.4 Student leaders involvement in decision making and discipline

Interest in governance in established institutions is under challenge and new forms are emerging with the reality compelling new ways of thinking about collective decision making in the environmental, corporate and governance, (Vasurdha, 2008). Participatory governance is real sensitization towards democratization, and decentralization of school administration is the diffusion of the decision making process to include all the members of the school, (Njogu, 2004). American schools just like English ones seek to maintain social order teaching their students on leadership, authority and responsibility. Koli, (2005) observes that there some students in America high schools who enjoy a more influential role in school authority as student councils. The councils are official agency which take decisions and ensure that they are carried out. Involvement in decision making is recommended because individual who participate are usually more satisfied with their decisions they have collectively made and enthusiastically supported. Baraza (2007) averse that student involvement in decision making is a concept that values all components of the organization without whose efforts and input the organization objectives cannot be realized. The student – teacher relationship is improved such that

they discuss freely matters affecting the school and this improves discipline. The inclusion of student leaders views have been tokenistic and did not extent to core management issues and this has had its effects.

Lifton (1990) has advocated for involvement of students in decision making in the school governance by arguing that as future leaders' students need to be prepared for making sound decisions. According to him they need to try out experience in planning and decision making that gives them a chance to feel some of the consequences of their decisions they need to learn how to put school work and self-knowledge together on their own rather than to accept interpretation of others.

Katz and Khan (1966) in Musyoka (2011) aver that democratization of organizations as the extent to which all members share in its accountability and administrative processes. Barasa (2007) avers that student involvement is participatory management concept which originates from human relation theory of management. This theory values all components of the organization without whose effort and input the organization objectives cannot be realized.

The pattern of behavior exhibited by the student's leaders on class attendance, cleanliness, assignments, formulation and adherence to school rules and time management is discipline. The student leaders are involved in decision making on truant students, maladjusted students and conventional dress code authority and attendance to school activities. Okumbe (1998) defines discipline as adherence to set rules for excellence. The involvement entails the confirmation that student leaders are involved when dealing with students who refuse to

perform assigned task, defy teachers, them and the principal. There is the issue on consideration are day scholars who abscond schools on pretext of coming late or waking up late. Social interaction promotes influence and if discrepancy exists home and school, student accept the standard of the school if more appealing and reject home. If home is more comfortable they will seek a way of being let go and discipline cases arises. Students are hurt when they realize they are constantly ignored by those with roles to play in their lives and especially on their welfare. The student leaders and principals' relationship have great impact on student discipline as any maladjustment on either party can trigger disruptive behaviors and strike in school. Discipline in school is worsened by absconding parents who solely rely on teachers who may not have the professional skills, knowledge, experience and tools to do it effectively. Student leaders get aggrieved when teachers abuse and neglect their work and this could result in indiscipline cropping up.

Student leaders have a concern on teaching and delivery of instructions. Students will complain where teachers fail to teach appropriate contents or fail to use appropriate instructional materials and students get frustrated and unsettled. The student leaders need to be involved on who teaches what subject in which grades as they are genuine for they want quality grades. It arises from (Gwokyalya, 2009) who states that some teachers under dosed the students contributing to their failure and so the students decided against school rules like on studying with torch light after lights go off due to suspicion of a teacher being incompetent. Students react very seriously to what they see as issues of

deprivation or value conflict. The academic competition prevailing in schools in Machakos County attributed to fame, glory and schools pride the students coming with a lot of expectation for higher grades will stand for not less than the expectations. This will cause disruptions if a feeling arises that the grades and the fame will not be there.

Student leaders expect to be involved in infrastructure. The principal may tend to offer setting they prefer and inevitably some students find themselves less stimulated and bored, intrusive and unsettling. This is likely to be irked by such environment and break into disruptive and challenging behavior. The way students want to be treated and the administrators stand are not in congruence as the infrastructure the students want may not be what in the mind of the principal. The principal may prefer a simple structure but the student want magnificent building as in the other schools (Moseley - Braun, 1997). Discipline cases crop up when the leaders perception of the principal become: "Our main difficult is when people realize we are no longer kids". "Teachers tend to think for us as if we cannot think for ourselves".

Kabaka (2005) on students being allowed to choose their leaders postulate that administrators should not generalize students ability in all activities without taking into consideration age, interest, ambitions and allow nature or individual differences of students to manifest itself and make the student what best can be made. The students from strong cultures all gifted seek peer acceptance by masking giftedness, conforming to peer behavior patterns and purposes to and achieve high. Though okay: student leaders in their decision making process

need to process such students to be best achievers, discourage co-operative learning and pursue individual excellence. This enhances competition and discipline.

Student leaders are in charge of varied activities; from games and sports, classrooms activities and meals. Their involvement is crucial as they have the ability, motivation and creativity to enable the school achieve its objectives. It also includes monitoring other student's attendance, punctuality and overall discipline. The fact that student leaders are in touch with students than any other person, there is need for them to organize the students and the school will have no discipline issue. The administration need to seek evidence of student leader's participation in matters of discipline, organization and control of extracurricular activities to have a take on decision. Kato (2007) postulates that student leaders be trained on record keeping as is a sign of proper organization of the student leaders of his as well as co-ordinated effort. Their records should be up to date to indicate daily attendance for teachers and students, enrolment in class, punctuality for teachers and students, repeaters of mistakes and any other occurrence in school; they assist in comparison of issues.

Student leaders need to be well versed with social interaction where they learn and pass the same on moral codes an evaluation of their conducts. Their character molding is enhanced by learning materials that students are taught on sharing materials which enhances tolerance and harmony. Principal shares decision making with student leaders and seeks discussions and agreement before a decision is taken (Durban, 1998). Involvement in decision making

affects the trusts levels of students, teachers and parents as they will learn to accommodate each other with their strengths and weaknesses.

Olembo (1996) noted that involvement in decision making improves democratic ideas, combining self-confidence, friendliness, firmness and tact. Griffins (1994) states that involvement endows each student with habits, self-respect and proper pride in integrity that will observe the norms and good conduct when not under compulsion or supervision and will carry them eventually into adult life. Consulting with students and student leaders before changes are made either to the diet provided by the school or setting aside specific days for Barazas to discuss matters pertaining to the learning and organization of the school enhances harmony and discipline.

Participatory decision making process is recommended because individuals who participate are usually more satisfied with the decision they have collectively made (Baraza, 2007). This is a concept of human relations theory of management which view members of the organization as worthy components. Students should be allowed to participate in school administration and elect their leaders. The chosen leaders to supervise manual work, taking roll-call in class and dormitories, decide on school menu, dress code and making announcements on days of assemblies.

The student leaders should be allowed to formulate many of the schools rules which gains should be open for challenge and amendments. The student council should hold regular meeting with the principal, teachers, students and discuss on the schools progress. Participatory decision making is based on the

belief that this gives student leaders authority and consequently power to make pertinent decisions over student behavior matters. Reynods (1989) has pointed that one of the significant correlates of students' behavior is the extent to which students involve them, in decision making process within the school.

The principal's participatory management practice is a function of their training institutions and professional philosophy. This is directly related to student discipline. The influence of the principal on schools managerial environment cannot be overstated as they initiate policy that provides guidelines form and action (Pugh, 1989). The principal plays a critical role in determining how the school community relates. If school policies are favorable in terms of giving members of the school community an opportunity to participate there is likelihood they will identify more closely with the lay down policies. If a principal believes student leaders are critical partners they will devolve functions and expand areas of operation in the formulation and implementation of discipline policies. The student will develop positive attitudes towards the school and support it to attain its mission statements of quality grades and disciplined students.

The enactment of Basic Education Act (2013), student leaders in Kenya are now involved in governance matters as a law but it is imperative that full implementation of the policy guidelines may not work due to sensitivity of some matters and especially discipline of teachers as the president of the council is a member of the BOM. In such cases, the principal and members of the BOM need to empower the leaders in areas that they can fully participate in

and cause for gradual empowerment. Can we allow to have a rogue president who threatens and intimidates teachers that he will summon and discipline them in the BOM be accepted? The enactment of the children's right (Children Act, 2001) has ushered a new wind of dealing with student affairs and participation decision making process must consider the child first as a priority. The consideration must be no physical or psychological harm get to the student leaders way.

The most appropriate way to distribute authority in school is to allow space for student leaders to do their work as in dealing with issues of fellow students and curriculum and instructions. Moddi and Eustace (1994) stated that there is clear distinction between student, teachers and the administrator with their levels of competence and professional authority. The relative significance of different function of groups is based on respective rights and competence to arrive at reasonable configuration on students' representation in the schools decisions making organ the BOM.

The governance of academic affairs which is a key pillar in a school system draws its authority from BOM which sets the minimum quality grades to be attained. Students have immense potentials and capabilities to deal with situations and with whom one can negotiate and reach consensus. The stability of schools academic and administrative structures are key aspects for administrator since student unrest and discipline is more often a reflection of the demand for their involvement in decision making. Griffins (1994) states that schools that have involved students in all decisions making have relatively

smooth administrative times with few students related disruptiveness. On the same regard he states that schools that aim at higher academic grades the involvement of leaders is critical as the implementation is more on students and their consent is crucial for increase on number of prep hours and other works.

The essence of representation is to serve fellow students by exercise of enlightened conscience and mature judgment, to act in their best interest. Students' involvement in decision making makes fruitful, vertical as all classes are represented. The representation is determined by the level of the school which implies that schools whose activities are more centrally concerned with what purpose, boarding facilities, fields and courts. Decisions of different kind of school affairs involve representation for different groups depending on their relation to purposes and consideration.

The academic role is the jurisdiction of the academic deans and staff over academic decision which requires utmost restraint (Thompson, 2007). Decision making on school rules are very important as the formulation is very critical for acceptance and compliance this is enhancement of democratic space and concerned with setting and maintaining the fundamental constitutive rules of engagement as this enhances discipline. Governance structures are based on trust and accountability with power relations characterized by authority and reciprocity. Involvement decision making brings trust and compliance with student's adherence to predictable and legitimate set of procedures that regulates formal authority (Aiden, 1992) according to Pugh (1989) postulates that the notion of governance realism in a normative way that relates them to a

broader concern of school stability. The more it is characterized by it the more it generates legitimacy with resultant high level of discipline.

Involvement in decision making on curriculum and instruction has far reaching in effects as it's the direct core value of school systems. It results in focused student body whose main aim is to attain the best quality grades in KCSE. The students participation in planning and completion of syllabus, acceptance of many assessments, siting for regular assessment tests and willingness to put more academic hours results in good grades. This reduces wastage rates as value addition is put into place.

There are some underlying decisions for the paradigm shift in involvement in decision making process. Students are the main stakeholders in their own right and as such are entitled to be presented in school board. The involvement is opted to minimize perpetual strikes that has so eminent resulting to vandalism, injuries and death. It is believed that if students are part of governing bodies they would be part of decisions made to run schools hence they would have ownership of such decisions on all and obviously stand a better chance to convince fellow students about good intentions of the decisions.

Students learn to make decisions by being members of their school board at early stage with the understanding to breed good future leaders who will be better citizens with decision making capacity. The hackneyed "practice makes perfect" would be in place and adhered to. Total quality management advocates for involvement of all those who constitute stakeholders of a particular organization in decision making processes and that are intended to run it

Principles of democratization of education are based and anchored on this process. Students' leaders particularly respect the approach that values opinions of all members of the school with the assumption that the views of those of the lowest echelons of the education hierarchy may be important in providing solutions to the problems. School are primary resource for developing new values. If students are in decision making they would be abiding by democratic values and represented to know what is said in the board because it affects them, learn procedures about how to make and access decisions, needs and requirements are meant known to BOM and therefore act accordingly, will co-operate fully after they are being involved in their formulation, students learn responsibility and accountability when they participate in decision making, students develop positive attitudes towards their school and regard themselves as valued members of the school, students have a better understanding of matters related to their school particularly its administration, it is their opportunity to know and be part of decisions especially budgets as it's a major cause of unrest and strikes and the understanding promotes good teacher student relationship and enhances good academic and governance results.

A central theme of involvement in decision making is that students do not easily strike if they are involved as they regard such decisions as their own. Studies by (Njoroge and Nyabuto, 2014) insists that power should be shared with students and be able to learn how to make decisions and take responsibility for the consequences of their decisions in so doing it minimizes

problems of crime, vandalism and violence. Student leaders take a long time to learn the ropes and the initial failures should not be taken and evidence of inability.

Adeyemi et al (2003) concurs that student involvement in decision making are challenges to exercise leadership and responsibility. They get involved in taking actions that makes a difference to others. They need to experience being part of the solution rather than remain passive observers and listeners. The position strives to build up the characters of future generations so that they will possess highest sense of honor, integrity, responsibility and selfless service.

Failure to expose student leaders into decision making in early years encourages docility, stereotyping and blind acquiescence to authority. To include students in decision making is in a way a step towards establishing everlasting protection and smooth implementation of such polices with less fear of the violation and undermining by the same.

There is a general assumption the earlier student practice making decisions in high schools the better leaders they will become. The school that inculcates the practice is in essence cultivating responsible leadership for future. There are rules, norms and sanctions to control student behavior or discipline. The moral authority of the principal should not be compromised because if authority is lost or not respected is chaos. The loss of authority means absence of discipline which means no control. The student action should be controlled by rules that embrace moral values, beliefs and attitude of the society in which the school exists. Students elected in councils and being in decision making are to be

meant to understand that there are still students and know their limits as stipulated by the principles of norms, moral of their society and doing so conform to disciplinary democracy.

The student leaders are expected to be orderly when engaged in dialogue as this is the beginning of their position as future leaders. The transmission of power and skills when students are exposed to democratic role models and allowed to participate not only avoids in what happens but to develop and implement choices emanating from decisions they have made (Dick, 2001).

Small (1999) emphasizes that the notion that leaners involvement in decision making on issues that concern them by indicating that values cannot be asserted, they must be put on table, be debated, negotiated, synthesized, modified in order they truly and meaningfully constitute code of conduct that controls students. The student leaders understand that values are only realized when they are reflected on one's action.

Kabaka (2005) avers that students should be allowed a stake in school management as in choosing their secretaries, being in charge of roll call and manual, school menu, dress code, and peer counselling. The inclusion of student council views have been mainly tokenistic and did not extent to core management issues and should be expanded to include administrative issues. A number of recent accounts have featured educators refuting the misconception that engaging students as partners in school is about making students happy, pacifying unruly children or letting kids run the school. Research shows that

when educators work with students in school as opposed to working for them, school improvement is positive and meaningful, (Love & Miller, 2003).

The first national secondary school student conference bringing together representatives from across the country's secondary schools was held in May 2008. According to Kenya Secondary Schools Head Association (KSSHA), the 2008 conference kick-started with a momentum to establish student governments at the classroom and school level in secondary schools across the country. The governments were hoped would create an interactive forum between the students and school administrators where issues affecting them would be discussed before they degenerated into full-blown school riots. The need to set up student governments at school level did not pick up as fast as expected in regions across the country, (KSSSC, 2014).

The bottom-line of this overhaul was the realization that students were actually the major stakeholders in the education system and that any system that failed to incorporate their input risked collapse. The student councils put the power to demand better learning and teaching services Kindiki, Sang and Kitilit (2012) found that principals of secondary schools sometimes involve students in the management of schools. They communicate and involve them clearly but retain their veto on issues. The study used varied methodology but did not find out the involvement of students in decision making and discipline hence the knowledge gap necessitating the study to fill the gap.

Republic of Kenya (2001) states that schools should plan and involve students in planning, implementation and evaluation of appropriate governance

activities in schools. This is in consistent with the Republic of Kenya (2013) which stated that BOM could encourage a culture of dialogue and participatory governance at the learning institution. This is inconsistent with the study by Muchelle (1996) which sought to investigate attitudes of secondary school principals towards the involvement of students in school decision making found that the amount of participation the principals allowed in the school was not sufficient to give students a chance to practice democratic skills. Despite the effectiveness of the research methodology, this study has identified a research gap on the involvement of students in decision making and discipline in secondary schools in Machakos County, Kenya.

2.5 Mode of assumption of student leadership and discipline

The assumption to office is supposed to be by secret ballot where all students participate in electing their leaders. Individual students applied to the vetting board for consideration. Students' involvement in school governance as a mode of inculcating democratic practices and values enshrined makes students feel valued. The election of student leaders should be agreed to having strong working relationship and be dedicated to seeking mutual understanding on issues of student services, academic affairs and other functional areas and institutions as well as ensuring that the elected leaders are informed and consultative.

Hellwing (2000) avers that the greater the communication between the administrators and student leaders the greater is the potential for positive relationship. The need to communicate effectively with student leaders appears

apparent but some administrators do not, they under value and underutilize them. This results in a weakened link and unrest will occur; if effective it builds and natures intentionally collaborative relationship and accomplish the students and school benefits. In allowing students have elections of their leaders students' self-government conforms to three fundamental principles of education:-

- Development of character and cultivation of capacity.

- Conformity to the importance to appeal steadily and exclusively to motives which will be operative in after life of school.

- The Frobel doctrine that people are best utilized through productive activities, visible achievements in doing and mark for producing something.

The elections enforces positive activities, appeal steadily to motives in students which will sieve them later in life and constantly trying to develop the school community the capacity to self-govern and regulate. In electing their leaders the student government evolves and by virtual of composition and constitution they are able to give directions to students for a disciplined school. On the converse, it is expected that where groups are too large, the vast majority is represented by others and this can reduce the incidences of student rebellion (Baron, 1981).

Kabaka (2005) avers that with widening in the number of participants in school decision making organ, the inclusion of students have positive educational benefits. It results in benefiting the students themselves and likelihood on improvement of quality of decisions arrived at with consequent acceptance by the student body. Discipline thrives in school where there is acceptance and compliance of decisions collectively arrived together through consensus.

Mwiria (1995) asserts that the argument by principals for not involving students in decision making is that it may empower the student body to the extent of posing a threat to principal's grip of the school but argues that by involving them it makes work easier from the students and avoids the path of conflicts. Involvement in elections brings student control and in case of a fraud process the leadership may become increasingly unresponsive to students activism creating potential fragmentation. When manipulation is done, discontent is evident and with it the likelihood of strikes.

Student elections are characterized by concerted negotiations and compromise between the elites of various groups. If it is interfered with they will not accept the outcomes. They may not make noise initially but rebellion will build up. The predominant concerns are on quality of governance, accountability as meditated by leaders and avoidance of patronage. This avoids students getting disgruntled making the school unstable. Elections of student leaders democratically espouse the compliance of the governed, traditions, customs and religions issues resulting in stable schools. The elected student leaders main roles remain as engager, mediator, advocate, cheer leader and mentor,

risk taking, listening well and being outspoken to avert any disruptive behavior.

There are different levels of competence and professional authority; this dictates configuration on student representation in school governance (BOM). The governance of Academic affairs is the key pillar in a school system, the quality of grades attained in the course of the four years. Schools that have instituted participation of students have relatively smooth administrative times with fewer student related discipline cases. Otieno (2001) argues that the level of representation should be determined by the level of school, such as boarding facilities, fields and courts where students should have greater role. The students should have some voice in curriculum and instruction but not involvement in personal appointment or promotion involving sensitive and confidential bio data on staff.

"Compliance / Blind Trust"

Communitarian Regime

"Trust"

r-d

r-d

"Coercion"

Statist Regime

"Authority"

"Reciprocity"

Libertarian Regime

"Exchange"

r-d

r-d

"Accountability"

Corporatist Regime

"Innovation / suspicion"
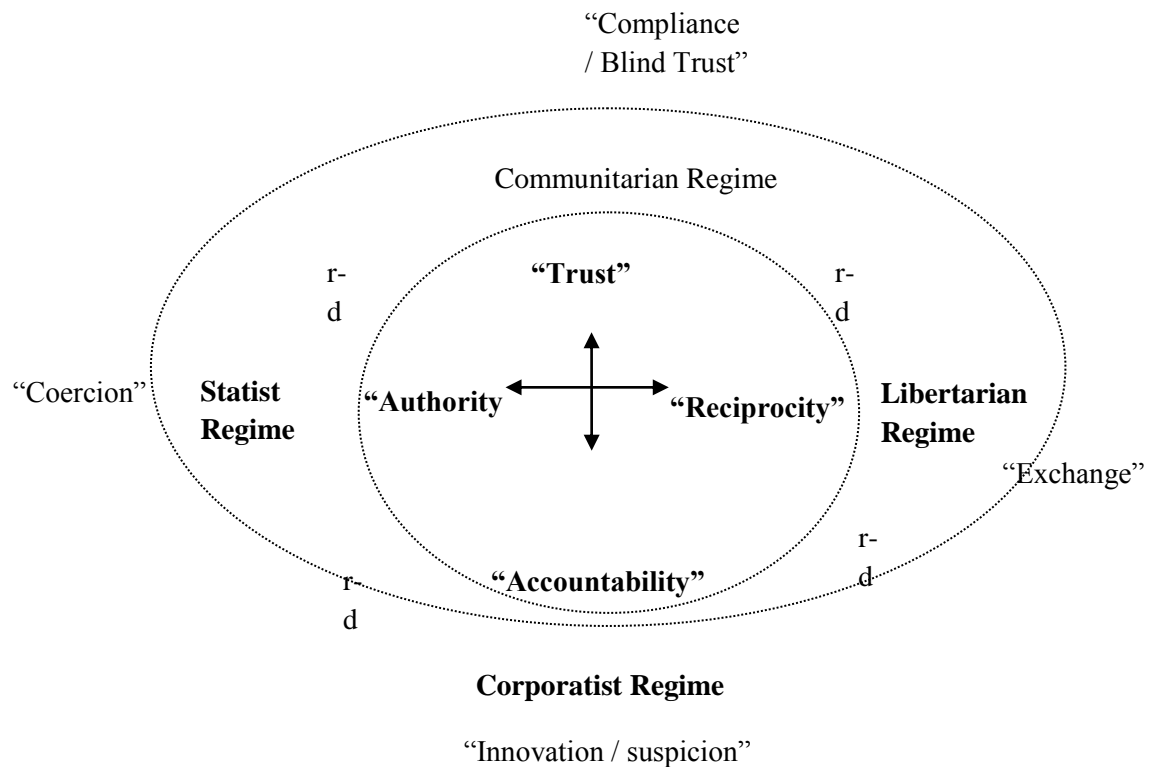
Figure 2.1: Mode of assumption of student leadership and discipline

Hyden (1993) Key: r = rights; d = duties; + = strong; - = weak

2.6 Principals motivation of peer counsellors and student discipline in secondary schools

Gercer (2001) in a study reported that students who participated in the school counselling programme had significantly less inappropriate behaviors, more positive attitudes towards school than those who did not participate. Group counselling provided by peer counsellors significantly decreased students aggressive and hostile behaviors. The program content, goals and interventions reflect pro-active and preventive, helping other students acquire the knowledge, skills, self-awareness and attitudes necessary for successful

mastery of normal development. They serve the three domains; academic, career and personal / social. This resolves emotional, social and behavioural problems and helps them develop a clear focus, (Myrick, Shaw & Goodyear, 1997). Peer counselling decreases classroom disturbance and support teachers in the classrooms to enable teachers provide quality instructions designed to assist students achieve high standards. Schools with peer counselling indicate that their classes were less likely to be interrupted by other students and that their peers behave better in other schools.

Lapan and Gysbers (1997) indicate that schools with more fully implemented peer counselling had students more likely to report higher grades, their education was better preparing them for the future, schools meant more careers and college information availed to them and school meant more positive climate. The students are more likely to report that they have earned higher grades in education, their school made more careers available to them, their school had positive climates; greater feeling of belonging and safety. The positive results highlight the roles the peer counsellors play in promoting the central educational goals of their schools and support the well-being of their school (Gysbers& Sun, 1997). The findings are related the influence of principals' motivation of peer counselling in Machakos County.

Borders and Drury (2012) postulate that peer counselling interventions have substantial impact on students' educational and personal development and contribute directly to students' success in the classroom and beyond. The under-achieving students who received peer counselling improved significantly

on the self-rating scale of classroom behavior, Myrick, Shaw &Goodyear (1997). Peer counselling reduces drop-out of students as they want to remain together. Social psychologists focus on whether there is causal relationship between peer counselling and attitudes.

A study by Bagge (1989) on counselling noted that peer counselling reduces the feeling of repressive climates in schools and reduces the feeling of student confinement as if they were in prison. Students assume an optimistic attitude by being encouraged by peer counsellors to have high expectations of joining universities (Mau, Hitchcock & Calvert, 1997). Peer counselling has the potential to improve students expressed behavior and general school attitudes when addressing their developmental needs. This is consistent across the different levels of achievement and attitudes. Secondary schools is a transition from primary to secondary and the students are assisted with school work, study skills, peer pressure (not to use drugs and sex), attendance, behavior and typical family problems. It's so critical for students who lack social support and who are susceptible to delinquency. It helps new students to adapt to new academic and social life faster making them have a sense of being connected to the school community (Musyoka, 2011).

General observations indicate that peer counselling tends to be more effective than when a student is being counselled by a senior. This can be attributed to being in the same age bracket, facing similar challenges and therefore counselling by peers creates a point of connection, dreaming about the future together and creating accountability networks that can reduce incidences of

indiscipline. Peer counselling could also assist in maintenance of school discipline as there is a name to protect, feeling of ownership of the school, image to portray and a picture for the rest to emulate.

The Kenyan education system has it that on completion of form four the students are expected to have acquired attitudes with national patriotism, self-reliance, respect, co-operation with sense of responsibility and purpose, integrity, self-discipline and respect for diversity (UNESCO, 2010,). Young people are expected to acquire the right knowledge and skills to become productive workers and responsible citizens (Kenya Institute of Education, 2008). Students who have received peer counselling have better academic records, better satisfied with their schools and are progressive in thought and action. The Wangai report (2001) on student discipline and unrest in secondary school makes strong recommendation to strengthen peer counselling by equipping the peer counsellors with skills and knowledge as to perform their duties more effectively.

Tombert (1999) postulates that peer counselling involves two or more persons in which the counsellor in the relationship has special competences. They provides a conducive atmosphere in which other students are helped to know themselves, their present and future situations so as to make use of their characters and potentialities satisfying to themselves and beneficial to the school. They learn how to solve future problems and reach their needs.

Peer counselling is an essential element in discipline management of students since even the primitive society grew out of necessity of guiding individuals behaviour patterns in the society. The essential good character of peer counsellors is the ability to manage the student behaviour as to enhance teaching and learning process (Ajowi & Simatwa, 2010). Students spend their major times in schools with diverse persons of different personalities and this could be a nursery of defiance. The peer counsellors have a responsibility of journeying steadily with the student along their personal life. They are responsible for their learning experiences, activities, attitudes and morality. School to have disciplined students a cordial relationship must exist that is not about how students behave in school now but the life time preparation being in focus.

Peer counselling is skilled and disciplined use of relationships that develop self-knowledge, emotional acceptance and growth, confidentiality and openness. It addresses and solves issues and one is guided on decision making process while at the same time assisting cope with personal difficulties. It deals with assisting students work through their inner feelings, internal conflicts while improving the lives of the rest. It creates a safe emotional environment. The peer counsellors often work on every little thing and if strictly enforced it works. Peer counsellors come to the position with a different manner of dealing with conflicts that they have learned from their family, their interaction with peers or the training. It calls for close working,

keen observations, allowing them to handle certain situations and constantly talking to them about what they feel is working and what areas struggling with.

Peer counsellors are faced with a major challenge of being a role models and the realization of tremendous influence on the other students and the opportunity to have a positive impact on their experience as peer counsellors. The things they do to help make other students to be more comfortable could have tremendous positive effects not only on their fellow students but on themselves. It's a great responsibility to remember the need to set an example and it is inappropriate for any peer counsellor to participate in negative form of discipline as this will put you simply in the opposition to your friends or classmates breeding resentment. All of sudden the school becomes stressful and it's important to look for positive methods of leadership. It is imperative peer counsellors never to single out an individual for doing something wrong. It's prudent to pull them aside during a break and mention the concern and this will do the trick.

Peer counselling programs have been found to significantly change discipline in schools. Research indicates that those who participate in counselling have less inappropriate behaviour and has positive energy towards school and other students. It can drastically reduce infractions such as arson, fighting, and theft, and vandalism, destruction of school properties, riots and loss of lives. In 2001, Kyanguli secondary lost 68 student lives to arson. The prevalence though not of that magnitude still prevails. Principals are entrusted to improve the peer counselling in their schools but this study establishes that many do not have

peer counsellors. There may be external factors involved like funding and capacity building for the peer counsellors but there are issues of lacking participation from the major stakeholders in the school who are the principal, teachers and students. Recently more discipline cases have been pronounced such as the increase in exam irregularities KCSE 2011 results 2,927 were cancelled, 2013 – 1700 cases were cancelled and this has increased from 534 in 2010, 1,711 in 2009 and in 2015 - 7103 (KNEC website).

Stroops, Raffer and Johnson (2014) concur with Musyoka (2011) that many student discipline problems that occur in secondary school might not exist if peer counselling service were correctly offered and supported by school administrators. The many incidences has discovered in the research finding making it necessary to enhance role played by peer counsellors in order to fully manage students discipline. According to (Grireseh, 2009) some school counsellors view peer counsellors negatively especially when dealing with withdrawn fears. This is associated with cultural beliefs that peer counsellors are incompetent and lack skills to help their peers. Peer counselling contributes immensely to student success in school and beyond as they are in school most times, they do interventions, co-ordinations, bringing effectiveness and accountable task outcomes. The perceptions of peer counselling in public and private secondary schools is a component for is success. The perception helps in identifying the threat to its success and quality of student development. The peer counsellor is able to identify areas of concern and which have higher chances of success.

Ajowi and Simatwa (2010) postulate that individual peer counselling is preferred by many students as its effective. Issue of confidentiality, trust and open sharing that need to have the peer counsellors highly trained and motivated for maximum delivery. The peer counsel or conceives and implements programmes designed to deal with students difficulties, the study skills to cope with secondary work and more so as students attend preps where they have to programme themselves to utilize time effectively. Musyoka, (2011) emphasizes that peer counsellors participate in career development in matching the students' abilities with university courses in offer in regard to job availability. The peer counsellors should be well versed with existing careers opportunities, interest and abilities so as encourage from point of knowledge. This should be for the student to develop necessary skills to focus on career path, providing support and creative strategy. Peer counsellor develops and maintains friendships in schools and help students fully understand their changes as adolescence. Parents need to be encouraged to change their perceived negative attitudes on peer counselling and meant to understand it improves discipline in schools.

The management of peer counselling is determined by the principals on what perceptions they have as some schools do show a high understanding of peer counselling while others don't. The level of understanding and the critical role it plays needs to clearly understood and appreciated. It is evident its absence in some schools though considered that it deals with discipline issues due to its nature of addressing the discipline matters and its probable origin (Kindiki,

2009). School counsellors with heavy teaching loads and other responsibilities as class teachers and patrons to clubs diminish their chances to meet students.

In other countries school counsellors is a full time job and they complain of student-counsellor ratio as too high (Reynolds & Check, 2002). Malawi, South Africa there is the same complain (Maluwa& Banda, 1998). In 2014 KCSE announcement, there was a declaration that completion of syllabus in term one improves performance and so teachers' workload will impede proper counselling in schools as time and resources allocation is a major issue of concern. The set times are limited that in many schools their family units, clubs, external speakers and so in a term only once for counselling sessions. The time allocated is one hour this can't help. The peer counsellors now can be identified to make counselling more effective, create their own time and better understanding and valuing of their work. Griffin (1994) emphasizes that peer counselling as a preventive approach to student discipline. When punished and has been referred to counselling it creates a negative attitude towards the programme among students that's making it loose meaning in dealing with discipline issues. Training of peer counsellors is so critical for implementation and effectiveness.

Paisley (2001) a study in Uganda discovered that the principals had no clue on peer counselling and so unable to identify student issues as they do not understand about the same. Ministry of Education (2012) note that many schools peer counselling undertaking have not been implemented with funding

and capacity issues being impediment in the implementations. Students perceive peer counsellor as being effective as are in touch and accessible.

The on-going training embarks positively on peer counsellors as new ideas, approaches ideologies and manoeuvres are discussed. The continued violent demonstrations in secondary schools in Machakos County are related to media exposure. In 2007 and 2008 post violent election, there was violence and violent behaviours and students were watching. In the recent teacher strike the media was full of teacher bullying the others and other signs of violence. This can induce students practice what they saw.

It is evident with reported mass strikes of 2008 and afterwards, exposure to violence and television can lead to more aggression as incitement is part of what is watched. The peer counsellor introduced learning mechanism of negative reinforcement to promote tranquillity and listening. This reduces the defiance among students. Peer counsellors integrate the society where there is dissociation between valued cultural ends and legitimate societal expectations. The education system in Kenya is exam oriented and so KCSE grades are what are valued. As the year progress is; in second term there are violent and destructive strikes due to building tensions. Competition and quality grades are emphasized, pushed hard for and demanded by parents. This passes from one class to the next. It is the cause of pressure that explodes.

Machakos County has boys boarding, girls boarding, mixed boarding, mixed day and boarding, mixed day schools and private schools. The private schools some with excellent facilities are in competition with day schools that have no

laboratories, dining hall, library and other amenities. The same students are expected to sit for the same KCSE national exam this creates despondency in which the students from the lower strata of the economy of the county dropout. Those who remain are motivated to revenge and anger (Griffins, 1996). This establishes that the delinquency in school is a mind-set of revenge on marginalization and a feeling of won't make it. There is an emphasize that enhancing legitimate opportunities in schooling will bring a better solution. Reduce fees to be the same to maintain the low and medium economic class students get an opportunity to learn (Robbins, 2010). The peer counsellors play a vital role in reduction of strain from students emanating from: failure to achieve a certain set goals, removal of desired stimulus from the students, negative emotions like breakage of families, negative energy from failure of recognition and this will lead delinquency if not well untold.

Learning and bonding together between peer counsellors and students enhances family ties involves parents who are part of the programme. The sentiments gives impetus for peer counselling as recommendations for other methods and approaches are presented to give different results. The acceptance of peer counsellors by the others produce greater fruits as students will regard themselves as a cog in the system not an object of observation or surveillance.

Peer counselling encompasses two related concepts; advice with information and personnel help in a formal setting. The educational peer counselling has emerged as a discipline to provide help to students in schools that they are not overwhelmed by personal and internal conflicts. Peer counselling programmes

have been in some schools and do not seem to have achieved as much as discipline cases are still rampant in schools.

Robbins (2010) postulates that student should be guided through offering them with advice to show them the right direction, setting limits and giving guidance are the main issues during this period to shape their behaviour positively. Adolescence is in confused and mixed up state about who they are and what they want to do. Peer counselling should be done to offer the students advice and caution them those who may have gone astray or out of control. The student should not be forced to obey since the best alternative is to encourage and influence them. Peer counselling assist the errant students and it is the best way of arresting unrest. Students should be encouraged to work through disagreements and annoyance by not suppressing and oppressing them but to have freedom to seek assistance from their peers when faced with challenges and the moment the crisis is over to have the freedom to choose their next action not coerced.

Kul and Lud (1994; Hasting (1996) argues that involvement in peer group is a powerful way of enhancing students cognitive and effective development and have enormous potential for influencing virtually all aspects of student educational and personal development. The experiences encountered have positive impact on student career, academic and personal development to gain greater understanding of the larger society.

Peer counsellors do not act unilaterally rather they operate within confines of managerial frameworks prevalent in a school. Peer counsellors actions are guided by the school task management policies. Students are likely to get adequate guidance which is good for the school socialization process. Principals are more likely to increase their input if the school enlists their support. Peer counsellors feel that the management values them they are more likely to increase their level of job satisfaction and job performance. This implies that to enhance a school outcome they should incorporate peer counsellors to avoid discipline going down. This entails the adoption of an inclusive style to widen the peer counsellors scope and space.

The large number of students with limited number of trained teacher counsellors, heavy work load, and social economic changes put pressure on the teachers demand to help address some of these issues. While guidance and counselling in secondary schools should help the students prepare for their work roles after high school, with personal growth and development, they require direction, understanding, appreciation and modelling for them to get focused in their work.

Griffin (1996) indicates that discipline is influenced and students encouraged being self-respectful and priding in self-integrity, ability to discern what is right and facility to do it. Saitoti (2003) observed that the changing structures, challenges and values of society have left a vacuum in the process of socialization. Ndichu (2005) avers that the older society has changed and the social safety nets that existed in the traditional society and ensured somewhat

stable environment for children to grow up has vanished. The students express their dissatisfaction through withdrawal, unhappiness, annoyance, anger, and inability to meet needs, lack of knowledge, anxiety and hyperactivity. This results in discipline cases thus need of peer counsellors. Wango (2006) discovered that principals concentrate on guidance aspect in dealing with students and not counselling with each school having its programmes that are not coordinated.

Kindiki (2009) argues that peer counselling is both guidance and counselling which in American system was through coaching and training students in basic listening and helping skills of problem solving and decision making (Borders and Drully 1992).Lines (2006) observed that to address adolescents needs peer counselling was key as students identify their peers and help them address problems both at home and school. Mutie and Ndambuki (2004) observed that in Africa, the African communities controlled each other mannerisms through open disapproval of unacceptable behaviours, continuous rebukes till unacceptable behaviours ceased to happen. Bett (2013) notes that this is interactive relationship within age groups aimed at positively influencing behaviour change They discuss their problems without getting judgemental and getting into bad behaviour and consequently improve their academic performance. The information discussed, the need of promoting effective implementation of peer counselling to reduce vandalism, truancy and dropout. The discussion on this is basically to use peer counselling to manage student

discipline issues hence a knowledge gap on effects of use of peer counselling on student discipline in Machakos County, Kenya.

Students rely on their peers to resolve their issues Marangu, Bururia and Njoroge (2012) argue that peer counselling is critical as discuss issues that could not be discussed with teachers or parents. The American system train them on effective listening and helping skills of problem solving and decision making. The students faced with challenges such as drug and substance abuse, poverty, HIV/AIDS pandemic, negative media, sexuality, teenage pregnancy and family weakened relations need help from their peers. Mutie and Ndambuki (1999) postulate that students are unwilling to confide to teachers their challenges as some are in disciplinary committees, not trained hence no confidentiality end up with peer counsellors. The role of the teachers is to organise training of peer counsellor (Otieno, 2004) observed that teachers recognised and appreciated students contribution and cited Muthetheni Girls as a case in point. Students 'peers shared issues and saw themselves as part of the solution and the benefits were immense.

2.7 Student induction into school culture and discipline

Educators are faced with serious problem regarding learners in school. Teachers have to create and restore the culture of learning in learners who are restless and disturbed, angry and frustrated by what is going on around them. The students have lost respect for authority including that of teachers (Hartslown, 1992). Self-esteem is a degree of positive or negative feelings that one has on evaluation of oneself. Such feelings are concrete and obvious when

we compare ourselves with others (Van Der Aardwag & Van Der Aardwag, 1996). It is one' self-judgment of ones' ability, influence, popularity and this limits wrong behaviour (Van der Merwe, 1996).

Els, (1993) indicates that children with discipline and learning problems often regard the school as the cause of their unhappiness. They feel insecure, helpless and neglected. The rules, norms and sanctions control student discipline. The important cultures that are bedrock of the institution are spelt out. This involves orientation on the kind of moral attitudes and disposition during their study years are expected. The socialised, cooperative, friendly, loyal, emotionally stable and cheerfulness are basically what's introduced.

According to (Myrick, 1987) on study of students from middle and lower class of Latin American were socialized by parents to avoid poverty and economic pain. As students grow older, they will fear involvement in anti-social (drug and substance abuse and theft). The students during socialization and orientation are made to become task and discipline oriented. Disciplinary styles of parents, relation with pre-scholars, primary mates indicate that relatively few sex differences exist in parental socialization practices. It's during these years that children verbal and interpersonal interactive capabilities develop and explore mediation relations.

Student socialization on orientation and discipline matters is so critical as the entry mark of the student, the first friendships in school correlate with discipline. A student of low mark and competency and meant to join prestigious school of high marks will find it difficult to fit and adapt it to the

established system. The continued poor performance will develop to resentment and frustration because of being the last in exams and ridicule associated with it. With frustrations a student will want to deliberately misbehave so as to be excluded. Student involvement in decision making together with the principal to set the last possible mark for admission so that equality and uniformity prevails and discipline is maintained as the marks level will be respected.

Mbai (1994) postulates that the cultural background and communities have issues particularly on gender and Some communities and religious inclination do not allow ladies to reprimand men. And so lady teachers find it very challenging if cannot correct a male student. It may not be defiance but a cultural problem. The age factor of the student as they join form one especially late age entry makes them uncomfortable, domineering and this may become discipline issue. Nyongesa (2007) argues that induction is a learning process and entails willingness to put forth all the energies to achieve stated goals. A system of guiding individuals to make decisions on their future aspirations. It inculcates a mode of behaviour that ensures the smooth running of the school.

Chiuri and Kiumi (2005) allude that discipline plays the vital role of influencing and furthering learning goal in a school. Rogers (2002) states that orientation enables students to take ownership of and be accountable for their behaviour to enable learners to develop self-discipline in school as well as building a workable relationship between principal and learners. Orientation creates environment conducive for learning (Gaustad, 2005) and means that

orientation is prerequisite to effective teaching and learning and controlling students' action and behaviour.

The management of school orientation/socialization is cooperate responsibility and so principals should create a democratic managerial system so as to enhance teachers capacity to play a great role of shaping the behaviour of learners in the desired direction (Bosire, Sang, Kiumi & Mungai, 2009).This is in consistent with Sheldon and Epstein (2002) who maintain that partnership between principal and students has great role with powerful effects on students conduct while in school. Huczynski and Buchannan (2001) argues that managing student behaviour requires concerted efforts to mould to form the best in discipline of students The responsibility to effect orientation to schools culture is vested on the principal and this justifies the critical role in his management of discipline. Kiprop (2012) underscores the principal's role in setting the tone and morale through their remarkable influence over the students.

The teachers to be assertive so that moral orientation characteristics come in case of waywardness, non- physical expression of anger, disapproval focusing on the consequence of the action. This develops into obedience; assess fear of victimization, fear of involvement in antisocial behaviour and education concerns will be entrenched. The concept of community service is inculcated in higher education and so orientation takes into account the personal variable indicator and cultural influence on what to be studied if service oriented fields in the social work and education, those come back to serve the community,

(Howell, 1997).The imitation, teaching and discipline in socialization has been viewed as the product of schools socialization tactics in form of compliance. Some parenting practices for students to succeed in school, it's imperative certain values are inculcated, goals communicated and discipline upheld.

2. 8 Principals' use of mentorship and students' discipline

Schwartz (1991) states that student affairs professionals provide emotional support by helping the students cope with feeling of isolation, anger and frustration arising from their experiences. Mentorship takes place between persons who have leaved through specific experience and another new to the same. They provide education, recreation and support opportunities challenging the new one with ideas by encouraging them to move beyond their comfort zones. The mentor must be knowledgeable, educated in diversity issues, empathetic, personable, encouraging and passionate, (Crammer &Predice, 2007). Mentorship inculcates that success is interdependent with leadership and is a group activity. Special focus for specific needs of students as they progress is critical as all face unique experiences.

Mentorship has existed since ancient great times in Eurasian in the last century; it spread to United States of America. David Levison (1970) postulated in that if the classic white male organizations would welcome women and African males in the organization. This gave birth to mosaic mentoring based concept that almost everyone can perform one or two functions for someone else and learn along. Mentors are paired with newcomers to obtain information, good examples, role models and diligence. Student on mentorship are likely to

complete school than those without. In the United States of America they have Americas promise which is a national mentoring programme to reabsorb those with social issues like delinquency, drugs and substance abuse and gun fights. Mentorship is the secondary sphere activity beside the family unity. In schools mentors are those models that journey with the students to mould them to be acceptable members of the community.

The initial mentorship programme was to serve psychological, spiritual, professional, economic and educational needs (Malona, 2001). Mentorship is to propel the student join and remain in secondary school and transit the tertiary institutions. The major issues and components for mentoring in secondary schools are on study skills, peer pressure not to do drugs or sex, class attendance, dress code and be a gentleman who is respectful. The Kenyan scenario is for attainment of educational goals of transition, retention and completion. In Kenyan schools mentorship is basically with form ones to be able to succeed in the school life. The success story of form ones is for them to fit in the new environment in absence of parents for caution and teachers for direction.

In Machakos County most students admitted in national school, Extra County and county schools had good marks in standard eight and on exit from KCSE the results given were not commensurate with the intake as were poor grades. When students join there are basic expectations and since adolescents need to mentored keenly. If mentorship not done well; disaster awaits inform of truancy and low academic grades. The administrators in our secondary schools

need to establish and know if the right persons were brought in as mentors. Studies have shown that students in secondary schools benefit from mentoring system if a well versed person placed theory as taught in books and practical's as in practice in the context of prevailing circumstances. There is need to establish if mentorship is formal or informal and if inexistence. Modelling is a mentorship process which arises from observation and imitation. The student observes and listens to the mentor for positive reinforcement for modelled traits. The students learn or integrate in the school norms enhancing self-esteem and confidence. Self-esteem reinvigorates discipline both in academics and social set up. In school mentorship programme they get integrated in schools culture and develop positive attitudes towards performance. Studies carried by Thomson and Kelly – Vanc 2010 discovered that mentored students performed better in academics and school life than those not mentored.

Belia (2000) postulated that mentors need to use their skills to reduce adolescent risk behaviours such as illicit drugs, smoking and premature sex. School with well mentored students produce more confident students about school performance and positive effects on self-efficiency and firmness. A major boost in mentorship is found in economically challenged areas where the students demonstrate improved educational and occupational aspirations and these results in improved retention and transition. According to social learning theory by Albert Bandura, students with negative energy will learn and change according to their mentors through socialization. Mentorship integrates students in the school and this improves their sense of being connected. They

are chosen on several basis and mainly academic successes, socially acceptable persons and in corporate world. Mentors serve as role models guiding them towards success, encouragement and hand of oneness to students.

Students positively mentored develop liking for the learning process and do well in KCSE and it is very evident in schools visited. If a school wants to put impressive results in academics and curb disruptive behaviours mentorship is the way. Mentoring programmes combat high dropout rates and encourage retention. It encourages and directs students on career paths, role models and implicitly helps students navigate school system. Mentoring is key to careers and academics success and ingredient in psychosocial development. All successful persons quote their mentor. Studies done by (Medosa. 2010) indicate that mentorship has positive impact on student retention and sustainability that those that were mentored 94% finished education course. The mentors' predisposition to the student is critical in assisting achievement of both academic and career.

Pepe (2010) postulates that it takes a visionary parent and mentors to jump start a youngster. Not everybody expresses themselves brilliantly, some pick slowly while other have no idea. There is greatness within students only awaits the trigger to blossom as a human spirit is not a vessel to filled but fire to be lightened. Mentors play this great role in igniting the potential in students that are not yet discovered. We are going to make manifest the glory of God is within us (Mandela, 1994). It's not just some of us it's in every one and if you let our light shine we unconsciously give other people permission to do the

same. Students are liberated from own fear, our presence automatically liberates others. The mentor should feel oneself as an adviser, encourager, analyser and not a decision maker. The students need to be open and ready to make and act on decisions that have been made. The student needs to be agreeable and value advice in order to know the world around them, their origins, the present circumstances and their ultimate goal.

It rises students 'self-esteem and eager and even the dull there is still a spark of greatness in them which comes up with positive approach. In sub-county and mixed day school students join with low grades and marks. They consider themselves as average students which ultimately make them low performers. With correct mentorship the average student can come around and be a great performer. Tides do change with mentorship, identity and profile can greatly shift only need one model to emulate. In Kenya the few schools led by Kenya High School where mentorship is formalised and well-structured. In other schools mentorship is unstructured and the school has no control such that student determine their own ways of transferring experience to new students. In Machakos County mentorship exists on paper and the punch of mentorship is missing. The fact that lack of mentorship programmes can reduce students discipline, poor relations progress to anti-social behaviour. This is the mess most secondary school are in now. This has calumniated to many school riots in the County leading to destruction of school property and loss of lives.

The need for mentorship is more evident since new students need to familiarize to the new culture. In absence of structured mentorship programmes any student can be the source of transferring new experiences and expectations. Mentorship has links with greater academic performance and shaping the direction of discipline in schools. There is indication that mentorship has a role to play on grades, better behaviour, mental and physical morale as there is somebody watching. Mentorship seeks outside providers and involves giving help and guidance in a non-threatening way and in a manner that the student will appreciate values instilled, confidence endowed with and goal setting trends. It involves the guidance to achieve academic excellence, better and promising careers, ethical living mannerism and etiquette, self-awareness, leadership skills and aspirations, assertiveness and respect of diversity. Mentorship as postulated by (Chineshe, 2009) involvement in the schools generates support from the community and institutions of higher learning to network with successfully business magnets, scholars and senior students. The mentors have sound moral and social stand, role models and effectively a success story.

Schools have their mentorship programmes of the family setups as senior student is assigned to a junior student as well as parent teacher surrogates though noble it has not been entrenched in a school system. In this study a family set up seems working MOE 2012. Mentorship is about student becoming competent in academic, social, and self-management. This mentorship programme have significantly decreased student aggressive and

hostile behaviour creating conducive environments for teaching and learning processes. This is a dream in every school.

Sticker and Palmer (2003) found that effectively mentored students tended to have higher achievements and had other characteristics such as self-control, self-concept, higher academic achievement and low drop outs. Despite mentorship being an old concept student in Machakos County still perform dismally in national exams and cases of disruptive behaviours still prevail. The students despite good entry marks there is a sign of dysfunctional education system in the County. This study find out what really happens that an A plain student proceeds after KCSE with a grade D+. Mentorship aims to enhance participants capacity to initiate positive changes in the schools which has knock-on effective on factors that tend to lower the quality of school outcomes such as truancy, disruptive behaviours and low academic achievements.

Mentors play a significant role in shaping students basic personality patterns, their crucial partners in school endeavour to develop and mould students. Mentors involvement has a positive impact on students' achievement, success and discipline while in school. Students fear the involvement of the close mentors when their misdeeds are sorted out in school. Their involvement has an incremental effect on motivation to learn when students realize that their mentors are interested in what is on in school. They get more enthusiastic and focused.

There is a mutual gain when mentors and school principals partner to upgrade student scholastic and social life. This increases the mentors' knowledge about the learner and improves interaction skills. It places the principals and students in a better position to understand each other. Mentors can design appropriate way of handling students on the basis of information provided to them through the interaction. The mentors will utilize the principals' professional advice in moulding the student.

In mentoring process parents needs to be incorporated. The school needs to create open door policy to enable parents contribute usefully to school matters. There is need to empower parents to have a greater say in the school academic and social realm. This safeguards the feelings of detachment by parents which may force them to opt out of their obligation. Awakened partnership has ripple effects when students may end up feeling school life and home different. This results in disruptive behaviours if they perceive it compatible. Many young parents tend to rely on their children for information about school and if negative, parents portray the school negatively.

Failure by parents to visit school regularly results in failure to get professional advice from teachers on parenting expectations for holistic students. The parents likely to socialise their children in the wrong way making it difficult to enforce social and academic standards and on this compromising discipline. Many parents are blamed for problems facing students on discipline matters as they give excess pocket money. Students may be tempted to get into drugs and substance abuse including alcohol. Some parents do not listen to teachers

'advice as they protect them when caught in a mistake. One parent would ask what's wrong with alcohol and we take at home after meals.

The principal needs to propagate strong school parent partnerships and ensure perfect effective communication is in place. The parent's participation is critical to student's success and discipline. The principal to focus on the setting of school goals since they stipulate the expected outcomes and need jointly formulated by teachers, student leaders and committed to the school goals, this enhances discipline. The greatest impediment to parent teacher partnership is brought by the social distance between parents and teachers (Crozer, 2000). This emanates from a feeling from teachers that parents are not in position to assist the school in attaining goals. It comes from feeling that parents are non-professional and not worth consulting.

The principal should advise teachers on the crucial aspect of parents' participation in mentorship. This ensures the teachers outgrow negative attitudes towards parents. Communicate effectively, give informative information and gain parental confidence. This collaboration has great potential of amalgamating all values espoused by all parties. This alignment motivates both the mentor and the students. The mentorship approach espoused by the principal to realise disciplined schools has a significance influence on the contribution of teachers and parents in formation of moulded students.

The involvement of alumni of the school in mentoring the students on tenets of excellence is important. They have the history of the school of where it was, the level of discipline and performance and the present state. The infrastructure

in existence then and quality grades obtained then in comparison with present attainments and the present been obtained and the comparison there in. This encourages and motivates the students to work more and be disciplined. Mentorship and discipline are closely associated, they exist in schools inform of family tree. Positive mentorship will inculcate positive values and the converse will be no values, no discipline and low integrity. The culture implanted make the school what it is, where bullying is not allowed none will try, where stealing of others items is a crime, student properties are safe, the dress code, classwork, assignments and general etiquette issues.

There should be a primer for aspiring student leader, mindful of reasonable characteristics to help mould and cultivate traits in students, mentor and steer them to upper good as they grow. The mentoring is where there are opportunities, issues and resolutions of yester years (Arminio et al, 2000; Kazan & Moriarty, 2000; Lavart & Terrl, 1994; Romano, 1994, 1996) averse that students need to be made aware of unique experiences and challenges to develop and utilize different strategies to intentionally recruit, cultivate, train and nurture the talents students have to have a positive educational experience.

In mentoring, it's to inculcate the history and role of students in the schools and seek to develop and nurture a mutually productive relationship, institutional leadership and teachers, creation of environment that allows students and members of the school community interact harmoniously (Hellwingol, 2000). The relationship with administration, governing board and alumni are key factors that need attention for controlling the school. This

improves the student's behaviour and schools discipline with community involvement as the dress code, conduct, and mind-set are campaigned for.

Mentorship provides valuable source of support and information that students who are well mentored are likely to remain in school without discipline issues, (Edgar, 2003). Students have information, the inspiration while the mentors have the experience. Effective mentorship hinges their relationship to seamless and students want to be like their mentors.

2.9 Principals' forms of communication and student discipline

School discipline is a system whose roles and behaviour strategies are appropriate to the regulation of students and the maintenance of order in school. It aims to control the student actions and behaviour and its compliance with school rules and code of conduct (Henry, 2004). Glasers theory states that discipline sets limits restricting certain behaviour or attitudes that are harmful or are contrary to school policies, educational norms, school tradition, social conduct and work ethic. In United Stated of America, many research conducted have revealed serious discipline issues and the most prevalent is possession of guns, racial abuse, drugs and substance abuse, sell of drugs in school and indiscriminate killing of fellow student and teachers during a rage.

School discipline holistic approach is paramount as it is dealing with human beings who live in a complex lifestyle and environment. The principal must be aware of factors and agents influencing of formation of certain habits, attitudes and inclinations. Okumbe (1998) defines discipline as the values that students

should live by within the school, the family, neighbourhood, village and social units. It's a learning process and entails a willingness to put forth all the efforts which is required to achieve set goals. It is a system of guiding the individual to make reasonable decisions responsibly. The principal communication styles play a major role in the discipline of the students and if styles are good and positive students discipline will be good, but if in contrary disciplinary issues will occur. There are two types of discipline; preventive and corrective discipline. The principals mostly use preventive measures whereby he takes administrative action aimed at encouraging the students to follow the school rules, regulations and culture. It's for instilling self-discipline which enhances morale and productivity. Corrective is about inflicting pain and dissuasion.

Mcmains (1989) carried out a study in schools in Britain and Scotland with aim of establishing the reasons behind suspension in schools. The information gathered was that 80 percentage are factors within the confines of the school and the remaining 20 percentage was background (home environment) based issues. This study confirmed that the realignment in schools, its stability and performance is as a result of the principals' inclination on discipline matters. The schools with low suspension rates, the principal had nurtured a democratic approach to discipline issues and involved the students in decision making. The student leaders had a greater say on disciplinary measures on truant student as a factor that in essence reduced disruptive behaviours.

This is contrary to if the suspension rates were many and the leaders not centrally involved. The student and student leaders while at school are expected to abide by rules, be obedient and respectful to authorities and those who contravene the consequences must be well stipulated and clear. The schools have increased in numbers with resultant high enrolments and involvement of students in governance is so crucial that if not checked discipline cases can get out of hand. The social media having a lot of influence on young brains, different styles of upbringing, the urban and rural child, new challenges of drugs and substance abuse. This becomes an issue for students in governance positions to discuss and agree on which way to handle discipline issues that disruptive behaviours don't crop up in schools.

Barasa and Ngugi (1990) postulate that punishments reduce overt signs of misconduct but create bitterness and resentment, hostility and fear to the affected student and should be avoided. Rewards in converse increases sycophancy and student will behave in certain ways to be recognised and rewarded. These procedures are becoming less characteristic in present day school management Beech et al (2004). Child psychology and enhancement of democracy into education theory and practice have forced principals to start modifying their ideals on nature and function of school discipline. The incorporation of student leaders is changing the trend of discipline irrespective of schools (Williams, 1990).

The function of good discipline incorporates all functions organised by the school and in essence first class, good and competent realisation of set goals and objectives. Manage student discipline and inculcate good behaviour. Self-discipline where students are themselves motivated enough. School governance system exists to establish an atmosphere of mutual confidence, respect in school and community with the school rules drawn up to emphasize their value to individuals and their community. It depends on well-defined articulated policy done in conjunction with all concerned parties, the teachers, students and this consensus building makes it easy for enforcement. This entails all participants' issues and views are considered and listened to with equal respect.

Discipline is based on appropriate school learning theory and educational philosophy strategies for preventing violence and promoting order (Greenberg 2001). The Adlerian theory emphasises the understanding of students with maladaptive behaviours and helping same students alter their behaviours while at the same time finding ways to get their needs met,(Alfred Adler, 2007).It has a positive effect on self-concept, attitudes, school atmosphere, academic performance, personal and professional growth. Throughout history of education common means of maintaining discipline in schools was corporal punishment as the teacher was a substitute parent. This was by the cane, paddle or strap. This has disappeared in western world and Europe. Kenya used it for so long until it was outlawed, (Basic Education Act, 2013).

Discipline cases are failure of students to do their work as well as being punctual to school. According to Smith (1993) a new generation of students has arisen with the emergence of student rights have become central to discipline problems. The students no longer uphold the question of discipline and obedience as primary pillars for them to perform. They are concerned more and more with their rights than what they came to school to learn. They can easily challenge educators' decisions.

Discipline is a based desire synonymous with self-control. It is what is gained by requiring that rules or orders be obeyed and punishing bad behaviour. It is the training expected to produce a specific character or pattern of behaviour especially training that produces moral and integrity issues (Griffins, 1994). A study by Hollenbeck, Drilman and Furgua (2003) on relationships between leadership and motivation factors established increased respect for the student as an individual, greater opportunity for freedom and initiative in thought and conduct enhances students' discipline. Hitchens and Hector (2005), Ebber (2006) focused on ethical issues, out of class experience and benefits accrued in involvement with governance. They argue that students have to be involved in all areas of their concern to respect process outcomes.

Undemocratic school administrators do not consider students meeting as important channels of communication. This concurs with Kiprop (2012) who found out that principals adopt master/servant attitude while dealing with students and rarely listen to students concerns as had no worth suggestions. This creates animosity leading to frustrations and violence manifested in

strikes. This is contrary to a study by Kibet, Kindiki, Sang and Kitilit (2012) who found out that principals frequently involves students in the governance of their schools, communicate clearly to students but retained veto on major issues.

The study by Kibet, Kindiki, Sang and Kitilit (2012) recommended that principals be encouraged to change tact on communication such as involvement in administrative tasks to realise positivity, increase students inputs in planning and implementations. The prevalence of discipline is resultant of punishments to correct mistakes. The participation could make students reflect on their actions and make the correct decisions thus improving on their discipline. This study thus identifies a research gap on the principal's use of Barazas for enhanced student's discipline.

Kindiki (2009) conducted a study on effectiveness of communication on student discipline in Naivasha, Kenya. The study used questionnaires as instruments of data collection. The study established that during Barazas there is effective communication and it's only due to poor communication student's defied authority. It advocated use of Barazas as main channels of communication as it improved the interaction between the students and principal. The Barazas have to be enhanced for collaboration, pertinent issues discussed and agreed on, rules and regulations enhanced and discipline improved. Despite the methodology applied the study identifies a research gap for the effectiveness of Barazas in enhancement of discipline in Machakos County, Kenya.

Republic of Kenya (2001) on students discipline and unrest in schools established that lack of communication in schools, freedom for students to express themselves, their opinions and frustrations was curtailed creating mistrust between students and principals. It breeds a deadlock that students can't express their grievances leading to disruptive behaviours. The students in a Baraza need to agree on menu, dress code, preps hours after thorough consultations and agreements after views, suggestions and grievances are expressed and the principal giving guidelines that do not contravene ministerial guidelines to be adhered to. This gives a room to ventilate and continue to hold order.

2.10 Summary of literature review

Glasers theory states that discipline sets limits restricting certain behaviour or attitudes that are harmful or are contrary to school policies, educational norms, school traditions, social conduct and work ethic. A holistic approach is paramount as it deals with human beings with feelings, living in different circumstances and facing varied challenges. Schools exist to establish an atmosphere of oneness and comfort and increase their value to students and the community.

Alfred Adler (2007) emphasis on understanding students with maladaptive behaviours and assisting them adjust in places where civility is the order of the day is critical to safeguard the institution of the school and the name associated with the same. The new generation of students need to be well accustomed to the viability of compliance as are directly involved in decision making in

school, participate in the election of their leaders, there is motivation of inclusion of peer counsellors, orientation to school culture is available and inclusion of mentorship programmes. Student leaders participate in deliberative, collaborative and consensus approach in enhancing transformative learning.

Musyoka (2011) indicates that involvement of students in budgetary processes makes student leaders understand on the reasons on fee payment and the modalities and this gives parents and the community understand the going on in the school. This raises the bar of integrity and suspicion of exploitation ends. The widening in the number of participants in schools decision making organs benefits the students and there is improvement of quality of decisions arrived at with consequent acceptance and compliance. Macdaneid (2001) advocates that power be shared with students and be able to learn how to make decisions and take responsibility for the consequences of their decisions. This reduces the incidences of vandalism and violence as its their own creation.

Borders and Drully (2012) indicates that peer counselling interventions have substantial impact on students' educational and personal development and directly contribute to their success. It encourages better attitudes, safe rating, retention and completion as the mentors are watching. The students are the major stakeholders and there is no option than to accept them in the leadership. In some countries participatory governance is anchored to the constitution. The Basic Education Act (2013) supports involvement of students as a good management practice as well as an avenue to reduce incidence of students'

unrest. Though the policy document supports this position studies indicate incidences of unrest of students due to none involvement in governance of secondary schools. This study therefore seeks to unravel the same.

2.11 Theoretical framework

This is based on general systems theory whose proponent is Ludwig Von bertalanffy. The theory was proposed in 1968. The theory is interdisciplinary study of systems. A system is an entity with interrelated and interdependent parts. It is defined by its boundaries and it is more than the sum of its parts (subsystems). Change in one part of the system affects other parts and the whole system with predictable patterns of behaviour. Positive growth and adaptation of a system depend upon how well the system is adjusted with its environment, the system exist to accomplish a common purpose.

The goal of the systems science is systematically discovering a systems dynamics, constraints, conditions and elucidating principles that can be discerned and applied to systems at every level of nesting and in every field for achieving optimized equifinality. It distinguishes between active and passive system with active been components that interact in behaviour and processes while passive been structures and components been processed.

The systems theory originates from Ludwig Bartalanffy general systems theory (GST). Bartalanffy looks at a system as a configuration of parts connected and joined together by a web of relationships. In this regard, the school is a complex pair informed predominantly by democratic, socio-economic and

political environment in which it operates. A school in a democratic environment is likely to espouse the same democratic ideals whereas a school is an autocratic regime is likely to export the same to the educational institutions (Rudolf, 2011).

Since the schools of modern times exist in progressive participatory settings, reforms demand involvement of students in governance of schools. It is in this regard that the Basic Education Act 2013 demands involvement of students in management of schools. Change of titles from head boy/girl to presidents and cabinet secretaries in charge of certain dockets is seen in this realignment of duties and responsibilities.

The strengths of the systems theory include considering the existing environment as part of the inputs of the system. Progressive environments equally influence institutions in terms of whether they will embrace progressive or retrogressive practices in management of students in discipline, involvement of students in decision making, their perception of fairness or otherwise of the way principals in management of student assumption of leadership, motivation of peer counsellors, principals induction of students into the school culture and mentorship of students influence discipline in both public and private schools.

The limitations of the theory include a stereotype of associating certain environments with certain discipline outcomes such a weakness could also make principals negatively predisposed towards certain schools and students discipline. The social class, political orientations and economic environment of

schools families and classes largely influence students discipline in both public and private secondary schools both positively and negatively, hence the need for this study.

2.12 Conceptual framework

Figure 2.2 presents a conceptual framework focusing on the interplay between independent and dependent variables. It indicates the relationship that exist between the independent and dependent variable with the principals management styles being the processor of the results.

Figure 2: Conceptual framework

The underlying is that the independent variables whose focus is on participatory management practices are likely to influence the status of students' discipline positively or negatively. Where principals employ more participative practices, it is anticipated that students would be more understanding and behave in a mature manner, devoid of negative actions. Engagement of students in governance of their school is likely to enhance their student governance competencies, they are likely to be more empowered, enhance their leadership capacities and develop social and interpersonal skills. An orderly school channel of communication are enhanced and safeguarded for all students, teachers and parents. The practices have the capacity to enhance cohesion and tranquillity in schools as all the concerned parties seem to be taken care of. Such interplay is likely to enhance a more productive society where students appreciate the perspectives of their senior and become part of

the process of decision making for their own good and the greater good of their

society.

Involvement of students in
decision making
- Making school rules
- Deciding on menu
- Duty rota
- Buying school bus
- Infrastructure
- Prep hours
- Clubs and societies

Principal's fairness in
management of assumption of
leaders
 Leadership
- Student popularity
- Magnetic personality
- Student discipline
- Academic ability
- Co-curricular activities

Principals' motivation of peer
counsellors
- Improved transition
- Reduction in drugs
- Reduced student unrest

Principals' induction of
students into school culture
- Formal orientation
- Pairing with older students
- Document on school ethos
- Surrogate parents /

Principals' mentoring of
students programme
- Academic excellency
- Careers
- Ethical living
- Self awareness
- Leadership
- Respect for diversity

Principals'
Management
process.

Discipline of students in
secondary schools
Positive indicators
- Management of time.
- Incidents of unrest.
- Mean score in KCSE.
- Self-driven students
- Bullying incidents in
  schools in a year.

Fig.2.2: Conceptual framework of the study

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The focus of this Chapter is Research methodology under the following subheadings: research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The descriptive survey design was adopted in conducting the study. According to Mugenda and Mugenda (2003), a descriptive survey design reports the way things are through a systemic collection of data from members of a given population. Descriptive research is designed to depict the participants in an accurate way by observational which is viewing and recording, case study which is in-depth study of individuals or group of individuals. The researcher examined naturally existing relationships in which the relationship is about relations established through natural ways rather than manipulation of persons or figures (Oso & Onen, 2005). The design determines the consequences that arise as a result of influence of principals participatory management practices on discipline of students in secondary schools in Machakos County Kenya. Machakos County has so many schools and descriptive survey design was used to establish the state of students discipline in the schools.

3.3 Target population

Orodho (2005) defines target population as all the items or people under consideration in any field of inquiry. Kasomo (2006) defines target population as the entire objects and events or group of people which is the object of research and about which the researcher wants to determine some characteristics. The target is 356 schools and 4628 student leaders.

Table 3.1: Target population

	No of Schools	Sample	Principals %	Students Leaders	Students leaders participating
Boys' Boarding	68	28	23.7	884	364
Girls' Boarding	72	26	22.0	936	338
Mixed day and Boarding	63	15	12.7	819	195
Mixed Boarding	65	20	17.0	845	260
Mixed day schools	88	29	24.6	1144	377
Total	**356**	**118**	**100**	**4628**	**1534**

3.4 Sample size and sampling procedures

A sample is a subset of a particular population that represents the whole. Where the population is heterogeneous, a big sample as possible should be taken (Kothari, 2004). At the time of conducting the research, there were 356 principals in Machakos County and for a descriptive research, 30 per cent was deemed an effective representation (Mugenda & Mugenda, 2003).This translated to 118 principals, 108 teachers and 1534 student leaders all obtained through stratified proportionate sampling. Stratified sampling was used for the schools to ascertain that categories to do with national schools, extra-county schools, county schools and day schools were represented. The schools comprised boys schools, girls boarding, mixed day and boarding, day schools hence a simple random sample in each type will be done. Stratified sampling was used to realise and this translates to 4602 student leaders 30 percentage translated to 1534 student leaders. Interview schedules for teachers were administered to 108 with a 100 per cent return rate. Using stratified proportionate sampling, 108 teachers were sampled on the basis of school categories and school types. Interview schedules obtain respondents' perceptions, opinions, beliefs, and attitude towards a service, concept or idea. The focus of the interview schedule for teachers was their perceptions regarding principals' use of participatory management practices in management of student discipline.

3.5 Research instruments

Questionnaires were developed and used for the collection of data from principals and student leaders. Mugenda and Mugenda (2003) affirm that questionnaires offer a considerable advantage in administration and enable the researcher to collect relatively wide range of information in a short period. They enhance generation of more standardized data.

The questionnaires for school principals had five sections. Section A focused on demographic information, B on areas of student involvement in decision making, Section C on principals' perceptions of their fairness in students' assumption of leadership, Section D focused on Peer counselling while the last section (E) focused on induction practices employed by principals in relation to student discipline.

The teachers' interview schedule focused on their perceptions of the extent to which principals employed participatory practices (the independent variables) by involving students in decision making. The instrument was aligned to the research questions. Specifically, it explored teachers' views on the extent to which principals involved students in decision making, their fairness in management of students' leadership assumption, motivation of peer counsellors, induction of students into school culture, use of student mentorship programmes and use of communication employed by secondary school principals.

The students' questionnaire focused on study variables on principals' use of participatory practices which largely captured involvement in decision making such as formulation of school rules, type of menu, duty rota, purchase of school bus, school infrastructure, entertainment schedules, prep hours and clubs membership, fairness in of principals on student leadership assuming leadership. Questionnaire explored whether principals considered students' concerns on student popularity, magnetic personality, academic ability, co-curricular activities participation and charismatic following. Motivation of peer counsellors to establish if presence has reduced unrest, do administrators accord them recognition and support, if teachers encourage students to see them, if schools set sufficient time for consultations, if grades have improved, retention and transition, reduction in drugs and substance abuse. The effects of orientations on pairing of new students with old students, documents on school ethos, surrogate parent-teachers, successful alumni and guest speakers. Mentorship and establish the effects it has on academic excellence, careers, ethical living, self-awareness, leadership and respect of diversity.

3.6 Validity of Instruments

The accuracy and meaningfulness of inference is based on research results (Mugenda &Mugenda 2003). Validity is the degree to which a test measures what it purports to measure. To check content validity of instruments, the questionnaires were reviewed by the supervisors who read and gave a feedback. Different sources of data were used to enhance validity and a pilot study was conducted to pre-test and establish the suitability, clarity and

relevance of research instruments. It was established by a pilot study carried out in 12 schools in Machakos County that did not participate in the main study. This translated to 12 school principals, 60 teachers and 60 student leaders obtained through stratified proportionate sampling from 2 mixed day schools, 2 mixed boarding, 2 mixed days and boarding, 3 girls boarding and three boys boarding.   The basis of choice of the respondents was possession of the prerequisite information regarding the study.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda &Mugenda, 2003). Reliability of a research instrument is the level of consistency over time and measuring instrument is reliable if it provides consistent results (Kothari, 2011). Pilot study is critical in testing the instruments reliability as a way of establishing possible cause of error variance emanating from the wording of the instruments, order of the questions and respondents state of mind. The reliability was determined by a test –re-test technique. Questionnaires were administered 60 respondents from the 12 piloted schools and they were allowed a time lapse of two weeks between the first and second administration of the instruments. Orodho (2009) observes that reliability is the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the theoretical concept. A particular measuring procedure gives similar results over a number of repeated trials to a degree. To establish the instrument reliability, the study used split-

half technique. The researcher administered the instruments only one and the same group. The instrument was split into two halves, odd numbers and even numbers and subjects scores on the two halves were correlated. This measures internal consistency reliability by comparing the correlation coefficients of the odd numbered sub-items with the even-numbered sub-items. The researcher used Pearson product moment correlation co-efficient (Best & Kahn, 2011).

If the coefficient of 0.7 is obtained for closed ended questions, it implied that there is high degree of reliability of data and the instrument has high test-re test reliability. Co-relation values are classified as follows:

Table 3.2: Level of reliability

Range	Strength of relationship
0-0.19	Negligible and relationship not useful reliably
0.2-0.39	low and negligible relationship
0.4-0.59	- moderate with slightly closely reliability
0.6-0.79	high and conveniently reliability
0.8-1.0	Very high and very close reliability.

Kasomo, 2006)

The principals' questionnaire had a reliability index of 0.73 whereas the student leaders' questionnaire had a reliability index of 0.81. The findings indicate that the correlation coefficients for the principals are 0.73 a very high correlation while for students is at 0.81 which indicates that for students the reliability is extremely very high a factor of well-grounded findings.

3.8 Data collection procedures

After the approval of the proposal by the department, the researcher got letter of introduction from the university and sought permit from National Commission for Science, Technology and Innovation (NACOSTI). The permit was presented to County Commissioner and County Director, Ministry of Education where permission to carry out the research was granted. The researcher proceeded to each of the sampled schools to book an appointment on suitable dates for administration of instruments. The instruments were administered in person by use of drop and pick where the principals assembled teachers and student leaders for responding to interview schedules and filling questionnaires by of student leaders respectively. Since the student leaders were mainly under 18 years, the Guidance and Counselling teachers were present during the administration of the instrument. The questionnaires were collected immediately after they were filled.

3.9 Data analysis techniques

The responses in the instruments were coded, processed and tabulated using Statistical Package for Social Sciences version 22.0 (SPSS). To capture the demographic data, descriptive statistics such as group Means, frequencies and percentages were used. The quantitative data from the coded closed- ended items. The qualitative instruments will capture perspectives accurately by getting respondents explain what they are experiencing, how they interpret their experiences and how they structure the social world in which they live. To determine whether significant relationships existed between the independent

and dependent variables, Pearson correlation coefficients were used at 95 per cent significance level.

3.10 Ethical Considerations

Mugenda (2011) states that ethics in research focuses on ethical considerations from the initial stages of the planning of the study, the administration of the questionnaires, data analysis, recommendations and suggestions for further research. The study addressed logistical ethical and personal issues to ensure completion of the study. The researcher ensured that the participants are aware and agree to participate voluntarily in the study. The permission to administer the questionnaires was consent got from the principals as the custodians of the students. There are human reactions in involvement that will require careful address not to intrude in their private lives. The study adhered to legal concerns when establishing compliance to legal requirements and the assurance of non-disclosure. The principals' and student's information treated with confidentiality to avoid being used against them as were requested not to indicate their names and that of the school in the questionnaire. The researcher did not intrude on what respondents not wish to answer as an ethical concern when dealing with focused group discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter comprises of data analysis, presentations of the questionnaire return rate, demographic information of the respondents, data analysis, interpretation and discussion. The data analysis centres on the extent to which involvement of students by the principal in decision making, perception of principals fairness in student leaders assumption of office, principals motivation of peer counsellors, student induction into school culture and mentorship on students discipline.

4.2 Instruments return rate

Instruments return rate is the proportion of the research instruments that have been returned after they have been administered to the respondents (Kothari 2004).

The table 4.1 indicates the return rates of the questionaries' that were given to both the principal and student leaders in various schools in Machakos County.

Table 4.1: Questionnaire return rate

Type of instrument	Number administered	Number returned	% return rate
Principals	118	101	85.6
Teachers	108	108	100
Students	1534	1433	93.4
Total	**760**	**1642**	**93.29**

In table 4.1, the return rate was 100 percentage for teachers and high for principals because the instruments were dropped and picked hence no losses. The student leaders were impressed to work on their own instruments and submit to the designated teacher for the researcher to pick. The researcher was in the schools doing the focused group discussions to gain more insight on participatory practices. This is way above 80 per cent return rate as recommended by Mugenda and Mugenda (2003) who alludes that any questionnaire return rate above 50 percentage is good and adequate for analysis and reporting while 60 percentage is good enough for analysis and reporting while 70 percentage is very good and since the study had above 80 per cent is considered excellent representation. This provides the required information hence this enhances sample representation and meaningful generalization.

4 .3 Demographic information

The researcher sought to establish the demographic information such as age, gender, academic qualification, years of service as principal, the years of service in that particular school and the school type.

4.3.1 Age of the respondents of both principals and teachers

The school principals and teachers were asked to indicate their age with the aim of establishing if it falls among the ages of maturity to teach and head schools. The age of the principal is critical in this study that schools need balanced age, wisdom, experience, tolerance, energy and strong will. The teacher age is important as an indicator of training completion and level of maturity. The study revealed that though experience is by service, not all aged

principals have eradicated strikes and strife in their schools as some have low education levels. The older principals should not get complacent but be enthusiastic but more important go back for further studies. When respondents were classified by age and gender, the findings were as reflected in Table 4.2.

Table 4.2: Distribution of principals and teachers by age and gender

Age bracket	Distribution of teachers by gender				Distribution of principals by gender			
	Male	Female	Total	%	Male	Female	Total	%
Below 30 years	2	3	5	4.6	0	1	1	0.9
30-39 years	22	23	45	41.6	4	2	6	5.9
40-49 years	20	16	36	33.3	41	22	63	62.4
50 years and above	14	8	22	20.4	16	15	31	30.7
Total	58 (53.7%)	50 (46.3%)	108	100.0	61(60.3%)	40 (39.7%)	101	100.0

Table 4.2 shows that most of the school principals were predominantly male (60%) while most of the teacher respondents were male (53.7). Regarding age, most of the principals were within 40-49 age brackets whereas the teachers were below 40 years. The aspect of most principals being in the age bracket of 40-49 years is informed by the administrative requirements by Teachers Service Commission that principals should have served as Deputies and be professionals with a certain requisite experience; an age that would make them professionally experienced and mature enough to deal with student disciplinary matters. This is supported by Hoffman Vernoy and Vernoy (2000) who in quoting Kolberg theory of moral development observe that this age falls within the stage of adulthood. This age bracket is guided by moral authority and

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higher call to human relations and is keen on public perceptions and tends to be fair in judgement. Kolberg postulates that at this age, people derive rules from consensus and the will of majority to maximise social welfare. At this age, most principals have the requisite teaching and administrative experience, having served as HoDs or Deputies (or both); a repertoire of experience which comes in handy student discipline management. It is also an age bracket within which most of the administrators are still energetic to implement policies, have sufficient experience and wisdom on dealing with student matters.

Equal access to administrative positions and opportunities for deployment is crucial in both employment and deployment. The TSC provides for gender equality in staffing in all schools (TSC Act, 2015) and these enables students experience and accept diversity of cultures amongst teaching staff.

The findings are inconsistent with Kenya National policy on Gender and Development (2000) which spells a policy approach of gender mainstreaming and empowerment of women. It clearly states that it's the rights of women, girls and boys to participate in and benefit adequately from the development processes where men and women enjoy equal rights, opportunities and high quality life (Republic of Kenya, 2007). Although there are many schools in Machakos County which could be headed by both males and female principals including mixed schools. The study reveals under-representation of female principals at 38 percentages against 62 percentages in leadership positions a reflection of disparity in management of school discipline by the participatory practices. The female principals are a motivation to the girl child and helps

stile some cultures and the study findings have established that the female principals are overlooked. Studies indicate that gender equality is upheld in all institutions especially in Europe and United States of America (Republic of Kenya, 2013).

4.3.2 Level of education of principals and teachers

The study sought to establish the highest level of education for the school principals and teachers. The educational level of the principal and teachers is critical as it determines the academic development of them as a teachers. This is as presented in Table 4.3.

Table 4.3: Distribution of respondents by levels of education

	Principals		Teachers	
Diploma	6	5.9	12	11.1
B.Ed	62	61.4	82	75.9
PGDE	1	1.0	4	3.7
M.Ed	32	31.7	10	9.3
Total	**101**	**100.0**	**108**	**100.0**

The figure 4.1 indicates the levels of education of the principals in the sampled schools and it is shown in percentage form.
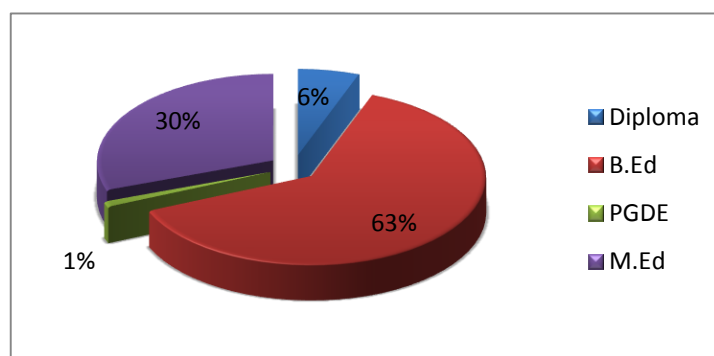
Figure 4.1 Level of education

Figure 4.1 indicates that most of the principals were bachelor of education holders as indicated by 61.4 percentage while for teachers was very high at 75.9 percentage of them, 30 percentage of the school principals had masters of education degree course unlike the teachers who are only at 9.3 percentage . The higher education by the principals is a reflection of the enhanced competence acquired by the principals to be a notch higher than the teachers. Other than those with first degree and masters, the rest attested that they have post graduate diploma in education and the rest a diploma. This indicates that all the principals the sampled schools qualify to head secondary school and by assumption they are expected to handle discipline in schools.

Robbins (2010) argues that teachers are getting more academic qualifications than before and in the process attaining high professional grades a factor on dealing with emerging issues on discipline. Rarieya (2007) indicates that appointment of school principals in Kenya has undergone great changes drastically. In years till 2000 principals were deployed on recommendation of local communities and churches but slowly changed to seniority of age and wealth of experience but now has changed to present consideration on merit. The handpicking of yesteryears has been replaced with emphasis on professional and academic qualifications to head schools. Research findings by Imonje (2011) established that quality of teaching depends on academic backgrounds and professional development of the teacher which is attained with time of teaching and content coverage with mastery which builds students confidence and respect and thus reducing chances of involvement in discipline

cases. This agrees with Kart (1993) that teachers and school administrators must acquire technical, human, intellectual and conceptual skills to perform their mandates effectively.

The study reveals that those principals with master's degree and above have an independent feeling and there is likelihood will be hard on discipline issues. There is likelihood that principals are firm in enforcing discipline and espousing participatory practices. Any sign of defiance there is likelihood will be dealt with firmly unlike those with lower levels of education who prefer status quo. The degree holders, which is a basic degree for headship there is likelihood will not be very hard on discipline, the principals are threatened with their positions and compromise the discipline and do what the students run the show without much of teachers input. The participatory practice they espouse is letting the students run a system they aren't well acquainted with. This results in a dysfunctional school and this is the reason for bullying been exposed among the senior schools. The council members become high handed to the extent of abetting criminal activities. The level of education has a role to play in who instills discipline without fear of reprisals. The master's degree and above principals have likelihood to move to the next option available and will be very firm as evidenced with their reasoning on matters of discipline. The study establishes the same principals inspire the students as they have a mentor and a model in the name of the principal and want to emulate him.

4.3.3 Experience as a teacher and principal

The number of years that one has served as a teacher or a principal may have influence on how they address discipline matters in a school. The results are as follows. Table 4.4 presents the length of service that a particular principal has served as a principal either in one school or various schools. The number of years served enhances their ability to deal with diverse discipline issues that crop up in their respective schools.

Table 4.4 Experience of service as a principal

	Frequency	Percentage
Below 5 years	23	22.8
5-9 years	26	25.7
10-14 years	22	21.8
15-19 years	18	17.8
Over 20 years	12	11.9
Total	**101**	**100.0**

Table 4.4 shows that most of the principals served below 5 years after being appointed as school principals and they are learning the procedures and dynamics and may in avertedly make wrong decision but it's a starting point. These were followed by those who served for 5-9 years and were in the process of learning but more exposed and can try to manage student discipline procedures. They are transiting from the corporal punishment as deterrence to conformity to the requirements of the Basic Education Act 2013. Those who have served for 10-14 years had practiced corporal punishments as deterrence to discipline issues and were in service when banned and had to adapt to new

approaches thus to adapt to participatory practices will be fast as a new approach.

The rest of the school principals have served for 15-19 and has gained experience in dealing with discipline amongst students as were still principals when banning of corporal punishment was done and participated in the implementation of the alternative methods and would confidently practice participatory practices in place of the cane. This is in concurrence with Onderi and Makori (2013) who noted that a significant number of principals had experience in dealing sufficiently with discipline procedures of students and adapting to new methods of dealing with discipline and other emerging student issues. This is about mastery and application of pedagogical skills. The study finding is that the experience of principals determines their exposure on student issues and more so discipline issues and their familiarity to several discipline procedures. The school principals were therefore asked to indicate their years of service as school principals.

The study reveals principals with 20 years had valuable experience to helps them become more knowledgeable .It makes them acquire traits inclusive of promptness, tardiness, adaptability efficiency, fairness with firmness and astute diligence when dealing with student issues. Bosire, Kiumi and Mungai (2009) avers that principals experience determines the extent to which they involve stakeholders in decision making and those older are likely to be inclusive in involving the rest in managing students discipline. The study finding establish

that the less the number of years in the position the less are able to concede participatory practice as want to establish their dominance.

This is a new discovery in education management since in the sampled schools alternative to participatory was rampant with clarion call ' I want to be firm' The involvement was comparatively higher with experienced principals as were keen on inclusivity than newly appointed principals. The study establishes that principals with over 20 years are acquainted with participatory methods due to their participation in the transition between intense use of corporal punishment and the implementation of the discipline control measures.

4.3.4 Length of service in a school of principals and teachers

The study also sought to establish the number of years served as the head of that particular institution and find out if it's the experience gained that controlled discipline or it's the personal attributes of the particular principal.

Table 4.5 represents the period of time in years that a particular principal has served in a specific school in the county.

Table 4.5: Length of service in a school of principals and teachers

	Frequency	Percentage
Below 5 years	62	61.4
5-9 years	27	26.7
10-14 years	6	5.9
15-19 years	2	2.0
Over 20 years	3	3.0
Total	**101**	**100.0**

Table 4.5 shows that majority 62 percentage of the principals have served in the current schools for less than 5 years while 27 percentage served between 5-9 years. The rest have served for more than 10 years. The big percentage of service 61.4 percentage is a sign of disruptive transfers in the last 3 years is a result of discipline issues in their schools. This is informed by the information shared with the respondents and the feeling of punitive actions been taken on them incase of breach of discipline in their school.

The data in this study gives a glim picture of many principals who do not stay in schools for long as it is only 11% of all sampled who had cumulatively spent 10 years and above in their schools. Principals will serve for less than 5 years it will not be easy to put on a lot of effort in introducing a long lasting culture. The years served in a school are a measure of how much influence on the school community is attributable to the principal. The majority in the study had not overstayed and were in the upcoming schools and introducing,

implementing new governance rules, establishing school cultures and other management practices to the stakeholders. This makes them opt for participatory practices for compliance and acceptance.

This study establishes the great turnover of principals in schools in Machakos County diminishes the chances of establishing effective cultures. The proneness of strikes and disruptive behaviours is caused by lack of continuity of some policies as by admission, the incumbent principal had their policies on the students' welfare. The new principal may come up with new approaches which may lead to resistance. When some serving principals are transferred the BOM and students may resist the transfer and if forcefully implemented, the students react as was witnessed in Maseno School 2017. The BoM and PTA opted to resign when the principal was pushed out.

The study revealed that some principals fail to make impact and the students react resulting into breach of discipline and if not moved strikes and demonstrations become the alternative. The study reveals a disruptive system of principals' transfers and has caused the schools experience turmoil as they adjust to new systems of governance. This implies that school principals failure to offer long service in particular school may be a cause to the derailing of discipline in the school.

4.3.5 Category of school

This researcher wanted to establish whether principal's participation in addressing student discipline issues vary by the category of school. The table

represents the school type of the sampled schools that instruments were administered during the study. The table 4.6 shows the school type.

Table 4.6: School type

	No of schools	No. of schools that responded	Percentage of students
i) Boys' Boarding	28	26	25.7
ii) Girls' Boarding	26	21	20.8
iii) Mixed day and Boarding	15	11	10.9
iv) Mixed Boarding	20	17	16.8
v) Mixed day schools	29	26	25.7
Total	**118**	**101**	**100**

The results in table 4.6 show that all school types were involved in the study however, boys' boarding and mixed day school s dominated the number of schools that participated in the study. They were followed by girls boarding, mixed boarding and mixed day and Boarding. The level of discipline had the two national schools with arson cases recently in 2015. The extra county cases had also discipline cases in 19 schools with drugs and substance abuse, properties breakages and suspensions. The county schools had 23 schools with similar incidents and issues of drugs and substance abuse property damages and student suspensions. The mixed day schools had no case of arson as the students reside at home from school but 16 schools faced absenteeism from classes and lessons, stealing of other student materials and drugs use and abuse.

The other boarding schools had the challenge of prevalence of arson and property destruction.

The study established that mixed day and boarding schools has great task in their administration. The cases of drug and substance abuse are much due to availability of the drugs and couriers. The day scholars would ably supply the same and the ready market amongst the day scholars and boarders alike. Day schools are mostly new and upcoming with vast majority housed in the mother primary schools. They have insufficient facilities and more often they lack laboratories and libraries, teachers and textbooks. They have discipline cases due to the state of their stay and frustrating environment they live and peer related influences. They wait to sit for similar exams with the national schools and so at the point of entry they start from dis advantaged position, they get frustrated and get in-disciplined to compensate. The study establishes that many schools with high enrolments are prone to discipline incidences due to many backgrounds coupled with varying upbringing.

4.4 Discipline cases in schools

The study established the most common types of discipline cases in schools. The table 4.7 represents the level of discipline cases as indicated by the sampled schools principals. It indicates their prevalence in means as a way of determination in a linker's scale of 1-5 on reducing value.

Table 4.7: Discipline cases in schools

	N	Mean	Std. Deviation
i) Cases of student bullying	101	2.9901	.86597
ii) Cases of drug and substance abuse	101	3.0000	.84853
iii) Cases of property destruction	101	3.5446	.95420
iv) Cases of arson	101	4.0792	1.188987

Table 4.7 shows that arson and cases of property destruction are rare in schools. However, student bullying and drug and substance abuse are common in schools. This could be attributable to the breakdown in the social networks that prevented the abuse. Arson is experienced in a number of schools and only becomes a major issue when lives are lost and the related losses in terms of the properties destroyed. The relations sour between the teachers and students when strikes take place. This comes about as the payment for damages, the suspensions and expulsions imprints on the student.

Bullying arises from indiscipline and this high level is an indicator of rampant discipline issues in schools. As this is what eventually happens when students are found to have broken given rules of schools it's a clear indication if was the reciprocal will be standing at 62 percentage of the schools sampled have faced this challenge.

Drug and substance abuse is a serious discipline matter as intoxicated students are prone to misconduct and will not make a wise decision and the actions may endanger their continued stay as students. This is the threat faced and the earlier it's confronted to eliminate it the better for the schools.

4.5 Involvement of students by the principal in decision making influences their discipline

The researcher sought to establish whether the principals involve the students in decision making in the schools. The areas of involvement are varied and lack of the same has repercussions. This is represented in figure 4.2 and shows that 94 percentage of schools principals involve students in decision making process in schools while 6 percentage of them did not .This implies that most of the schools principals value the ideas of students hence engaging them on school decision matters. The study sought to establish whether the mean difference for the school principals who involve their students in decision making was statistically significant and the effects it has on both involvement and non- involvement.
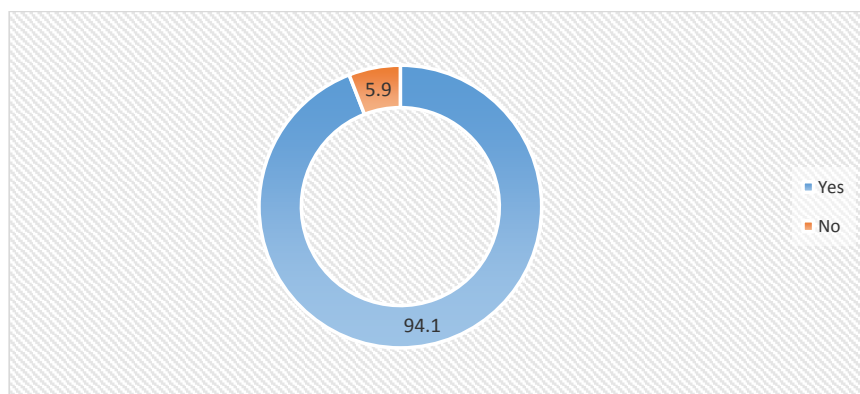
Figure 4.2 Principals responses on students' involvement in decision making in schools.

Table 4.8 shows the prevalence of discipline cases in schools in comparison with the levels of involvement in decision making.

Table 4.8: ANOVA analysis on students' involvement and student's discipline

	Sum of Squares	df	Mean Square	F	Sig.
i) Cases of arson	1.042	4	.260	5.43	.001
ii) Students bullying	.679	4	.170	3.28	.014
iii) Property destruction	.298	4	.075	1.33	.261
iv) Drug and substance abuse	.538	4	.134	2.52	.046

Table 4.8 shows that the mean differences between cases of arson, students' bullying, drug and substance abuse were statistically significant; implying that students' involvement in decision making reduces such incidences. However the results also show that the mean difference for property destruction was not statistically significant. This indicates that the mean difference was by pure coincidence and there student's involvement in decision making does not affect property destruction.

4.5.1 Areas of students' involvement in decision making

The study also sought to establish the specific areas where students are involved in decision making. Table 4.9 indicates the principals' level of involvement of student leaders in the decision – making process in percentage forms in the sampled schools and the related discussions

Table 4.9: Areas of students' involvement in decision making

		Yes		No	
		F	%	F	%
i)	Area of involvement				
ii)	Student involvement in making rules	70	70	30	30
iii)	Student involvement in making duty rota	86	86	14	14
iv)	Student involvement in decision making on school menu	48	48	53	53
v)	Student involvement in purchase of school bus	33	33	67	67
vi)	Student involvement in infrastructure development	26	26	74	74
vii)	Student involvement in society and clubs	96	96	4	4
viii)	Student involvement in games and sports	94	94	6	6
ix)	Student involvement in coordination of class activities	95	95	5	5
x)	Involvement in determining entertainment schedules	75	75	25	25
xi)	Student involvement in determining prep hours	28	28	72	72
xii)	Student involvement in decisions on membership of clubs and societies	90	90	10	10

Table 4.9 shows that students leaders are more involved in areas such as clubs and societies at 96 percentage coordination of class activities at 95 percentage, games and sports but less on infrastructure development at 26 percentage,

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determining prep hours at 28 percentage, making school menu at 48 percentage and this are the critical areas that need to be involved for discipline to prevail. However, students are not involved in areas such as purchase of school bus, infrastructure development, menu and determining prep hours. This implies that most of the school principals involve students leaders in most of the decisions made in schools. The ones not involved are sentimental to students.

Kola (2005) avers that involvement in decision making makes individuals more satisfied with the decisions they have made and enthusiastically supported. Failure by administration to involve them in infrastructure planning they will find them less stimulating and unsettling. Slight difference in school will make them burn it down. The study establishes that many principals though want to give an impression of compliance to participatory management practices, in essence its only tokenistic and the sensitive areas of concern the student leaders and students are kept in abeyance. This explains the reason for rampant strikes in the county.

The students are only involved in the light concerns but Menu which is the cause of many riots is kept off, infrastructure and purchase of school bus. The study establishes that principals play a critical role in triggering strikes which is the worst form of discipline concern in the schools.

School bus is the pride of the students and many are opting for Scania buses. None involvement of the students in what kind of bus to purchase result in resentment of the bought bus irrespective of the model and in many cases the

students have resulted in strikes. Budget related matters make students react violently and many schools had riots on claims fee was increased arbitrariness. When budgeting is been done its prudent to involve students as will own the outcomes and will not resist the changes therein.

School menu is such a sensitive issue that such big number of principals ignore student leaders and the students to participate. The study establishes that the 53 non-involvement in menu decision making can be one of major catalysts to strikes in the county. The same applies to drastic menu changes to the worse without sufficient consultations.

Schools seek quality grades and discipline. This concurs with Griffins (1994) who states schools that involve students in management have relatively smooth administration and those who aim at quality grades. The consent is critical in accepting to increase contact hours as well as prep hours. Imposition will result in definite implosion.

4.5.3 Teachers perception of principal's involvement of students in decision making

This deal with the perceptions the teachers have on the areas that the principals should involve the students in decision making. There are several concerns and are discussed herein because they make the working of the school easier and improves on students discipline.

Table 4.10 indicates the teachers perceptions on inclusivity of students in decision making, areas the students are involved in and the areas they seek students should be involved in order to uphold discipline.

Table 4.10: Occurrence of discipline cases and their prevalence in schools.

Items	Frequencies	Percentages
Occurrence of discipline cases		
Yes	94	87
No	14	13

The table 4.10 indicates the occurrences of discipline cases in the sampled school in the last three years. In terms of the areas students are involved in its imperative to grasp have to be areas where there are expectations and goals to be achieved, (Holford,2004).

The table 4.11 clearly indicates teachers concurrence that the students are involved at 88 percentage.

Table 4.11: Areas that the teachers perceive the principals involve students in decision making

Items	Frequencies	Percentages
Involvement in decision making		
Yes	95	88
No	13	12
Areas students involved in:-		
i) Menu	45	41
ii) Academics	19	17.6
iii) Infrastructure	24	22.2
iv) Entertainment	11	10.2
v) Formulation of school rules and	2	1.9
regulations	4	3.7
vi) Administration of examination	3	2.8
vii) Uniform colour and design		

The findings of the study in table 4.11 indicates that students are fairly involved in several areas of their main concern with decision making on menu, academic trips, infrastructure, entertainment, formulation of school rules and regulations. When students are involved in the formulation of their rules, menu entertainment and other concerns they feel responsible to uphold their agreements to ensure the serenity of the school is assured. Students allowed choosing entertainment items and schedules to make them feel appreciated and responsible enough and this enhanced discipline. This concurs with Van Pelt (2009) that for students compliance it is of great concern to involve them in the planning and execution of all mandates. The teachers perception was that involvement in uniform design was not so much emphasized a reason for the

stealing of students items that the students and principals indicated was a major challenge.

Table 4.12 deals with deals with teacher's level of satisfaction   of the principals of the student's involvement in decision making on some specific areas identified by the teachers as of concern. It also deals with areas teachers feel that students need to be involved for discipline to be improved in school.

Table 4.12: The level of teachers satisfaction on areas of student involvement in decision making and the areas they want students to be involved in.

Items	Frequencies	Percentages
Level of teachers satisfaction with student involvement in decision making:-		
i) Very satisfied	29	26.9
ii) Satisfied	42	38.9
iii) Fairly satisfied	33	30.6
iv) Not satisfied	4	3.7
Area teachers feel that student should be involved:-		
i) Examination	52	40
ii) School routine	27	25
iii) Grooming of girls-hair	7	6.8
iv) Choice of subject combination	12	11.1
v) Involvement in budget preparation	10	9.3

In table 4.12, the teachers strong perception is indicated by the expression of their satisfaction on the levels of students involvement in decision making by 34.3 percentage as indicated with fairly satisfied and not satisfied responses an indication that there are major areas that they want students involved in. The teachers indicated that for discipline to be upheld students need to be involved in preparation and execution of exams interims of dates for administration and marking, the grading system and analysis. This was supported by forty percentage of the interviewed teachers. The other raised concern was involvement in school routine and choice of subject combinations at twenty five percentage and eleven percentage respectively, classroom teaching, exercise books and this agrees with Kiumi, Bosire and Sang(2009) that inclusivity makes students peaceful as they feel well respected thus maintaining discipline.

Teacher's perception was to closely and keenly involve students in decision making in some issues that may not appear major as they are the triggers to indiscipline. These include design and colour of the uniform, class control, student's welfare, duty rota, co-curricular activities and choice of weekend classes. The teachers perform a major task in helping students as again they are in class daily and can help in establishing discipline concerns and can easily handle the little concerns as untracked shirt, incomplete assignments thus maintaining discipline in the school.

Table 4.13 deals with the impacts of involving students in decision making in specific areas of reduction in discipline cases, counselling processes and mentoring students.

Table 4.13: The impacts of student involvement in decision making and discipline

Items	Frequencies	Percentages
Effects of involving students in management:-		
i) Reduction of discipline cases	72	66.7
ii) Address student concerns through	20	18.5
counselling	16	14.8
iii) Mentoring students		

The study establishes in table 4.13 that involvement of students in decision making have their positive effects. The teachers perception of principals involvement of students in decision making has ripple as with reduction in discipline cases at sixty six percentage a very major accomplishment followed by concern of student welfare issues that are inclusive of medical attention and health, It embrace mentoring of students into holistic beings. This findings collaborate students and confirms Kola(2005) that involvement in decision making makes individuals more satisfied with the decisions they have made and enthusiastically supported.

The table 4.14 represents the student response on their level of participation in decision making in the sampled schools.it indicates the reflections of the student leaders perception of the principals inclusivity.

Table 4.14: Students' involvement in decision making

	N	Mean	S.D
i) Students' involvement in decision making in games	1433	3.143	1.3485
ii) Student leaders' involvement in other students' welfare	1433	3.143	1.2384
iii) Student leaders' involvement in decision making on students' academics	1433	3.371	1.2558
iv) Student leaders' involvement in coordination of class activities	1433	3.513	1.2859

The study establishes in table 4.14 in terms of mean that student involvement have effects on discipline in schools. The students become more responsible and compliant. In line with students' responses on their level of involvement in decision making in school, the results shows that students are lowly involved in coordination of class activities. However, the results show that students are fairly highly involved on decision making in areas of games, students' welfare and students' academics. Students spend more time in class and what happens in the classes determines their conduct. If the students are left out then the school policies and guidelines are flouted. When students are idle they are a

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threat to themselves and the school and it's a major concern to any astute administrator. The principal needs to involve students in critical aspects that affect them in order to maintain order and meet their aspirations.

This concurs with Njogu (2003) who observes that student in American high schools their leadership is about social order, authority, responsibility and strict adherence. Failure to incorporate them in class coordination breaks the social order and encourages anarchy which is disruptive behaviours in class and school. Student leaders feel alienated when kept away on decision-making on games, student welfare and academics (Rogers, 2001). Certain games are imposed and will definitely reject or accept not wholeheartedly. Games make students relax and so failure to involve them is a recipe for confrontation. Some sporting events are unique like rugby where its ban in a school brought a strike (Sheldon & Epstein, 2002).

Students' welfare deals with hygiene and medical attention. The welfare determines the level of total wellbeing of the students and administrators need to involve them to understand the reasons as why certain actions are taken as they are. It is therefore imperative that students are involved in management of their welfare since non-involvement of student leaders in such critical areas puts them in very tricky situations.

Students are in school essentially to pursue academic programmes; which shape their future careers and lives. Student leaders therefore need to have a say in curriculum and instruction processes. Principals need to realize that for

quality grades to be realized there is need for consensus building on all parameters or aspects that affect their learning. Student leaders are not involved in decision making processes critical of school management and cannot confidently convince fellow students. The class coordination and compliance to set rules have communication issues and many schools would impose more contact hours not fully agreed on and this triggers mild protests. The study establishes that the principals play negatively when students gang up and reject some games when introduced or withdrawn as the student leaders are not involved in the planning but principals want to use them to execute.

Students' welfare take back room consideration and cases cited when a weakened student is taken to the hospital too late and dies of treatable illness. Had the necessary steps taken and welfare concerns well rated, students need to feel comfortable and safe as their hopes of safety is in the hands of the principal.

4.6 Areas of in principals' fairness in management of student assumption to leadership in relation to discipline in secondary schools

The researcher sought to establish the extent to which students' perception of principals' fairness in management of student leadership assumption influences discipline in secondary schools. To that effect the students' and principals were asked to indicate the criteria for vetting student leaders.

Table 4.15 deals with the criteria used by the principal in vetting student leaders and their effects on compliance.

Table 4.15: Criteria used by the principals when vetting students

	N	Mean	Std. Deviation
Consideration of student popularity	101	3.0099	1.15321
Consideration of magnetic personality	101	3.2178	1.01591
Consideration of ability in co-curricular activities	101	3.396	0.91738
Consideration of academic ability	101	4.1881	0.87992
Consideration of student discipline	101	4.6733	0.64975

The study establishes the criteria used in vetting of students leaders and table 4.15 shows that school principals consider students discipline at mean 4.6 in a linker scale of 5 and academic performance at 4.2 when vetting them for leadership positions at schools and it forms the pillars of clearance. Discipline is the core value in any leadership position as it entails compliance and integrity. Other considerations are students' personality at 3.2 and ability on curricular activities at 3.4 and the least considered is student popularity. Discipline creates and maintains a safe orderly and positive learning environment which often requires the use of corrective measures. The zero tolerance approach to noncompliance and misbehaviors focuses on punishments.

The principals' consideration of discipline as key is they perform as models to the others and once one is disciplined other considerations come. This is in line with Griffins (1996) who argues that above all considerations in school life discipline counts as an inherent factor of consideration. Students well-disciplined are key bench marks of a successful school inculcation of culture and good values.

Co-curricular activities at mean 3.4 are a factor of consideration as this is what is portrayed of a person their personal mannerisms, their prowess and stamina. This is the ability of students to express their work abilities and sense of creativity. It portrays the student willingness to participate in out of class activities.

The study establishes that academic abilities after discipline form the key pillars in leadership consideration. The student leaders need people who have the command of the language and persuasion and aura of authority due to their diligence in class. Intelligent students are able to control the actions and inclinations of others as are able to sway their feelings Crozel (2000) who avers that with slight intelligence over the others a student leader is able to manipulate student populace for the better of the institution. Charismatic leaders who are very popular power students pose a threat when completely shut out of main activities and to have a stable school their inclusion is paramount however peripheral. The activities involved serve as avenues of steaming out as the same activities are agreed on between the student leaders and the principal, magnetic students who are populist leaders inspire, carry the

dreams   and aspirations of the rest.   Mason (1998) advocates for open democratic periodical elections where popular will is respected. It affirms that when elections are rigged or unilaterally imposed this may leads to strikes as there is no acceptance but imposition.

The study indicates that elections of student leaders be agreed upon to have strong rapport in seeking moral understanding on student services and functional areas of the institution. Charismatic leaders tend to be more communicative and can enforce positive activities, appeal steadily to motives in students and develop the school community. Charismatic leaders have magnetic personality an issue that the study found very ingrained in students and insist on their undisputed leadership. They need to be accommodated in leadership for harmony to prevail. The table presents ANOVA analysis on the students' presentations on main factors of considerations into leadership position.

Table 4.16 is ANOVA test on the criteria used in vetting student leaders.

Table 4.16: An ANOVA test

	Sum of Squares	Df	Mean Square	F	Sig.
Student popularity	.179	4	.045	.786	.537
Magnetic personality	.516	4	.129	2.417	.054
Student discipline	1.332	3	.444	9.988	.000
Students' academic ability	.757	3	.252	5.012	.003
Good at co-curricular activities	.419	4	.105	1.923	.113

An Anova test was carried out to establish whether the differences in means are statistically significant. The results are as summarized in table 4.16 and were clear that student discipline at 0.0001 were statistically very significant, academic ability at 0.003 were statistically very significant. This indicates that are at the top of the considerations followed by magnetic personality at 0.054 while the student popularity at 0.537, participation in co-curricular activities at 0.113 and both are not statistically significant with implication that are not major considerations when vetting student leaders and will not form the major criteria of consideration.

The table 4.17 represents one sample test correlation coefficients on vetting of students on suitability to leadership positions in schools.

Table 4.17: T- Test on Criteria used by the principals when vetting students

	T	Df	Sig (2-tailed)	Text Value = 0 Mean difference	95% confidence interval of the Difference Lower	Upper
i) Consideration of student popularity	26	100	0.000	3.01	2.7822	3.218
ii) Consideration of magnetic personality	32	100	0.000	3.22	3.0173	3.418
iii) Consideration of student discipline	72		0.000	4.67	4.545	4.802
iv) Consideration of academic ability	48	100	0.000	4.19	4.0144	4.362
v) Consideration of ability in co-curricular activities	37	100	0.000	3.40	3.2149	3.517

Table 4.17 shows that all the mean differences were statistically significant so it's not by coincidence but the reality in the sampled schools. All the P-value is significant as below 0.005 which implies was the response of each respondent in the study. The correlations and the mean values in each of the variables attest to their concurrence thus validate what is on the schools sampled and reality raised from the data. The principals consider students popularity and 100% sure at fairly large extent as also vindicated by the mean difference. The principals consider students magnetic personality as at 100% sure at fairly large extent while the principals highly value discipline at very large extent at a P-value of 5. Academic ability was highly valued at 100% sure with mean average of 4 of large extent. The ability in co-curricular was a factor with P value of 3 which indicates was at fairly large extent.

In all this considerations its discipline and academic ability that matters most and the least valued though a factor of consideration is the students popularity Aubrey (1992) concurs that apart from popular there is need for intelligent leadership respected basically for school work prowess. Students discipline when vetting students into leadership position in school is what is considered most and the study establishes that it's what matters most. This is about assertion of a based desire systems and compliance with school rules and code of conduct (Lawson 2004). The student leader serves as an example, a model and so he must be without taint on discipline and class performance, which are important components of leadership pursuits.

The tables 4.18 presents the ratings the principals have on the effectiveness of student leaders on the aspect of managing the student discipline on the areas of decision making, coordination of class activities, student welfare and performance in games and sports.

Table 4.18: Principals rating of the students leaders on their effectiveness in performance of managing discipline.

	N	Mean	Std. Deviation
i) Rating of students' performance in student welfare	101	3.8515	.90979
ii) Rating of students in coordination of class related affairs	101	3.9010	.87755
iii) Rating of student leaders in performance of games and sports	101	3.9010	.84267

Table 4.18 indicates that school principals highly rate students' leaders well on welfare, coordination of class's activities and performance in games and sports. This shows that student leaders in schools are performing well in their respective areas. This form of acceptance on their performance is an indicator that the principals are convinced that they are effectively doing their assigned roles.

4.6.1 Teacher's perception of principal's fairness in management of student assumption to leadership

The teachers had their considered view that the principals influence the elections of students leadership. Some teachers perceived some principals to be fair while others perceived the principals as imposing students leadership on the others. This section deals with these assumptions and their resultant effects on discipline of students.

Table 4.19 deals with the teachers perception on the schools principals management of assumption to leadership in their respective schools. It gives a clear picture on what they expect to be done.

Table 4.19: The perception the teachers have on how fair the principal in managing student leaders selection.

Item		frequency	Percentage
Is the school administration fair in managing student leaders selection			
	Yes	102	94.4
	No	6	5.6

The teachers perception in table 4.19 on the principals fairness in the management of students assumption to leadership is varied as many expressed growing concerns that the vetting process is a reason to block popular and aggressive leadership and replace it with friendly students. The teachers consider academic performance, diligence, discipline co-curricular activities,

gender equality in mixed schools boarding and day schools that it is not mandatory the president be a male.

There were varied number of teachers who did not approve the vetting process and espouse a system where there are no considerations and no hurdles. They espouse a system to allow students conduct the elections themselves, allow all eligible candidates campaign with a reasoning that campaigns build strong communication and interpersonal skills with confidence.

In the sampled schools teachers perception on the fairness of the principal in allowing democratic space for the students is resoundly high with 94.4 percentage. This is quite significant with accolades in allowing, students have free choice in choosing their leaders without interference, a chance to elect and choose without caution, allowing the best to be the president, allowing non academic performers to be in the ballot.

Table 4.20 shows the areas the teachers perceive the principal to be fair in the selection of student leaders in the respective areas.

Table 4.20: The areas the teachers perceive principals to be fair in management of students leaders selection and discipline.

Item	Frequency	Percentage
Area the school is fair in managing the student selection:-		
i) Students free choices of leaders	67	62
ii) Demotions of in disciplined student leaders	17	15.7
iii) Respect for gender equality in mixed schools	24	22.2

Table 4.20 establishes that the teachers were in concurrence that any student leader found indisci plined should be demoted at 16 percentage. This are student leaders found engaged in drugs and substance abuse, sneaking from school , bullying ,involved in strikes and demonstrations theft of students items failure to attend lessons with immediate effect. The teachers concur with principals on this regard that a student who cannot be a role model should not be allowed into leadership position a position held by (Reynolds, 1998) that discipline cases and academics do not correlate positively thus the reason to demote any discipline case to up the role modeling aspect.

The teachers espouses that gender parity be upheld in schools and areas of strength that 22 percentage really support this and that in mixed boarding and day schools the principals should ensure that both genders are equitably distributed among the student leaders

The table 4.21 indicates the perceived unfair practices practiced by the principals on the selection of student leaders and the effects on discipline in the schools.

Table 4.21: The perceived unfair practices by the principal on selection of student leaders from the teachers perspective

Item	Frequency	Percentage
Unfair practices by principals on student leader selection:-		
i) Predetermined student presidents	92	85.2
ii) Locking out some students for validity considered reasons	16	14.8

In table 4.21, there is a group of teachers who are of the opinion that the principals are not fair in the assumption of leadership. The major concerns been predetermined student council president at 85.2 percentage in the sampled schools. This is about securing the school as the principal may not want a student leader who is radical and may mess the school discipline. This agrees with Aubrey (1992) who espouses the need for intelligent student leader apart from been popular.

The other teachers expressed the displeasure of technical locking out potential leaders by some school principals that before vying for any position you should have been in that particular for a certain period of time and this is aimed at

transfer cases. Though it is a preventive measure it does not allow outgoing and gifted students really get to the leadership position.

4.6.2 Students opinion on principal fairness on selection criteria

This are the findings held by the students on the fairness of the principal in the management of students assumption into leadership position and their effects on students discipline. The figure 4.3 below indicates the different perceptions held by the students on the consideration put into place on vetting to student leadership.
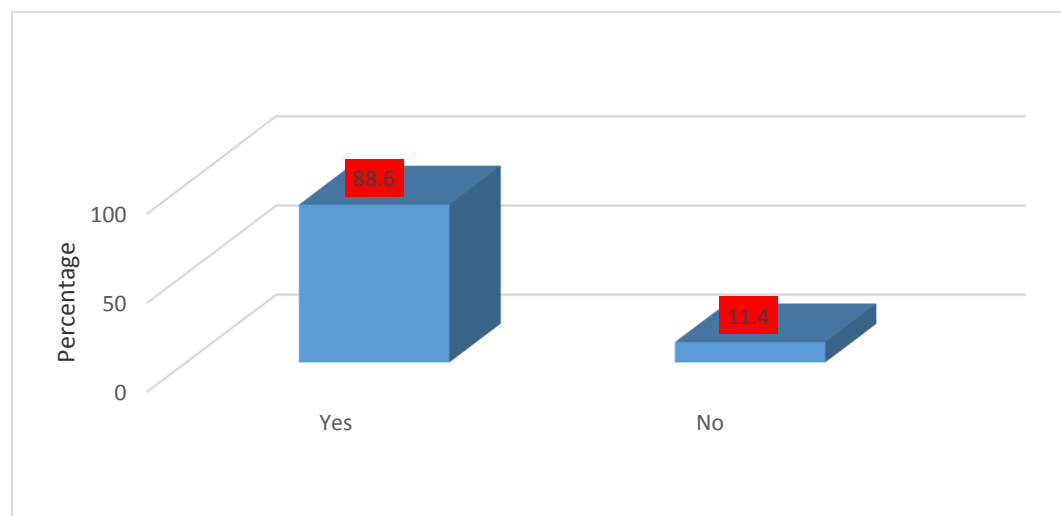
Figure 4.3: Students' responses on whether schools have criteria for selecting student leaders.

Figure 4.3 shows that majority 88.6 percentage of the students indicated there are criteria used to select students' leaders in their schools. The rest 11.4 percentage that don't have means that some schools had quasi electoral process where some positions were vied for while others were appointed from the

students. This is contrarily to what Connoly (2008) postulates that for schools stability and avoidance of disruptive episodes let students pick their own leaders. They will listen to and obey their instructions and retain the harmony in the school. It is their process and adherence is not negotiable as they represent their interests hence easy to punish when disobedient.

The Kenya education policy is for universal suffrage where students in respective schools freely elect their leaders. This implies that most schools have an elaborate mechanism used to elect student leaders. However, 11.4 percentage indicate that there is no criteria used implying some schools in the county could still be in the prefectural system and student leaders chosen without specific considerations and qualifications. This practice is in many schools and the outcomes have been continued unrests in schools. The schools that riot have issues of compliance and the principals should be made liable for the damages and other costs since had they fully involved students in electing their leaders, when disagreements arise, they will consult their chosen leaders for arbitration

Table 4.22 is on students indicating the level of principals' fairness in selecting students' leadership in school in dealing with popularity, academic progress and discipline

Table 4.22: Students' opinion on principals' fairness in selecting students leaders

	N	Mean	Std. Deviation
i) Use of student popularity in vetting of student leaders for elections	1433	3.1431	1.40173
ii) Use of academic progress vetting of student leaders for elections	1433	4.0049	.98273
iii) Use of discipline in vetting of student leaders for elections	1433	4.4243	.90392

The students' responses mirror that of the principals in table 4.22 that clearly indicate the same criteria of discipline was more considered at means of 4.45 out of 5 and . The results show that students admitted that principals consider academic performance and students discipline at 4.423 out of 5 as the main criteria for selecting students' leaders. However, students' popularity is not highly considered as the main selection criteria as it can create a different power centre thus destabilising the school. The discipline in this study is the main consideration with a very high mean while though still considered the student popularity was not a major issue of consideration. If then, were the correct leaders in schools why so many years after a boarding school tragedy issue of arson are still reported in the county.

There have to be Paradigm change from the old concept that the disciplined students only are best leaders .This concern arises due to continued unrest in schools with the most disciplined and bright student in leadership. There is need for paradigm shift and consider discipline issue students and allow them into leadership though cautiously. Where do the elements who disorganise come from?. The study establishes that discipline issues and academics do not correlate positively as the more discipline concerns noted the more chances of leadership diminishes and quality grades (Reynolds,1998). To gain true harmony and for schools to be calm, the criteria for selection of student leaders needs to be enhanced and retain academics, discipline and integrity issues as the core considerations in election into the student council and put into consideration charismatic power students.

4.7 Influence of principals motivation of peer counsellors on students discipline

One of the objectives of the study was to establish the influence of principals' motivation of peer counsellors on students discipline in secondary schools. The fact that many students are not free to consult their school counsellors needs to be looked into critically. On the centrally counsellors and students should have a close relationship that would ensure that students are free to consult counsellors and sufficient time is set aside to attend to the needs of the students
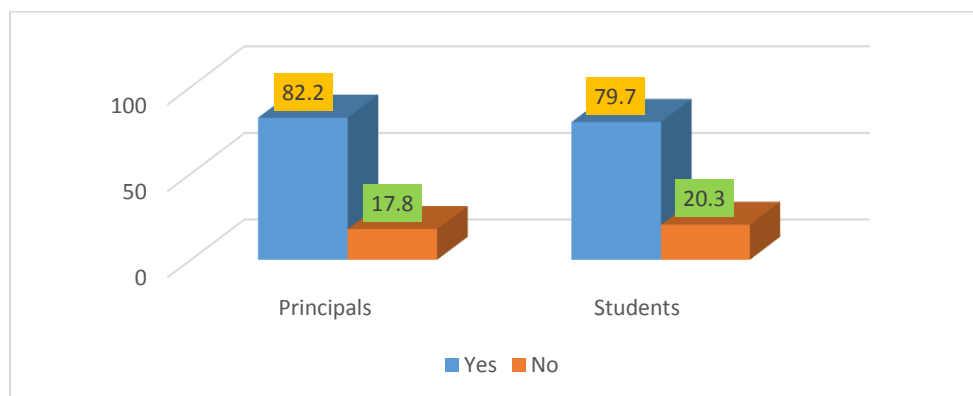
Figure 4.4: students and principals opinion on whether peer counsellors exist in schools

Figure 4.4 shows that both principals and students agree that there are peer counsellors in schools. This is as attested by majority 82.2 percentage by principals, 84.3 percentage by teachers and 79.7 percentage by students who admitted the presence of peer counsellors in schools. This study establishes that more schools are embracing the concept of peer counsellors due to its attendant advantages and the Governments continued advice on the same. The results show few at 18 percentage of principals, 15.7 percentage of teachers and 21 percentage of students indicated that there are no peer counsellors in schools. Peer counsellors provide information that the adults would normally not be prepared to discuss. Mutie and Ndambuki (1999) observe that peers in African communities had control over each other behaviour through open disapproval of an unacceptable behaviour. The findings show that those schools with no counsellors also had high prevalence of disruptive behaviours. There is high correlation between these schools and occurrence of discipline issues. Bett (2013) found that peer interactions enabled the counsellors and

students experience increased self-esteem and greater ability to deal with adolescence related challenges and improves discipline.

The study established that peer counsellors made students feel secure and belonging and feeling that their interventions have substantial impact on student's educational and personal development. The schools with peer counsellors had the advantage of reference points in times of personal crisis. This is as reported in (Wangai report 2001) that let peer interventions be strengthened by equipping them with skills, expertise and knowledge to perfect their works.

Table 4.23 presents the analysis of variance to establish if what was found in the field be what will be reflected in the data under consideration.

Table 4.23: ANOVA results on principals

			Sum of Squares	Df	Mean Square	F	Sig.
i)	Use of peer counselling in reducing student unrest	Between Groups	48.563	1	48.563	70.2	0.000
		Within Groups	68.487	99	0.692		
		Total	117.05	100			
ii)	Support and recognition of peer counsellors by school administration	Between Groups	40.99	1	40.99	49.405	0.000
		Within Groups	82.139	99	0.83		
		Total	123.129	100			
iii)	Use of peer counsellors and reduction of student discipline cases	Between Groups	46.539	1	46.539	41.016	0.000
		Within Groups	112.332	99	1.135		
		Total	158.871	100			
iv)	Students immature to help fellow students on social issues	Between Groups	19.697	1	19.697	11.611	0.001
		Within Groups	167.946	99	1.696		
		Total	187.644	100			
v)	Usefulness of peer counsellors in improvement of students transition levels in schools	Between Groups	10.655	1	10.655	10.288	0.002
		Within Groups	102.533	99	1.036		
		Total	113.188	100			
vi)	Use of peer counsellors in reduction of drug and substance abuse	Between Groups	13.213	1	13.213	9.361	0.003
		Within Groups	139.738	99	1.411		
		Total	152.95	100			

The results of the study in table 4.23 indicates that the findings are statically significant that principals are at 100 percentage confident level that the reality on the ground is mirrored on the data analysis undertaken that indicates peer counselling has ultimate influence on reducing student unrest at significant level of .000, principals give support and recognition of peer counsellor with impressive results amongst the students at significant levels of .000, the use of peer counsellors in reduction of student discipline cases is true and effective and attested with the less discipline issues faced and the significance level drops to 0.001 equivalent to 99 percentage confident level that despite feelings that peers are immature to help students on social issues and at 0.002 equivalent to 98 percentage confidence levels.

Peer counsellors improvement of transition levels in schools is felt. The same analysis agrees statistically at 0.003 equivalent of 97 percentage confidence level that peer counsellors contribute in reduction of drugs and substance in schools. This agrees with Wallace foundation perspective report that counsellors act as instructional leaders (The Wallace Foundation, 2013) that to succeed they share experiences effectively and sustain educational change and improvement translating to improved learning outcomes and discipline. This shifts to enhancing collective capacity for counsellors to propel discipline Marzano (2011).

Table 4.24 is used for rating of student leaders on effectiveness of transition levels, reduction of drugs and substance abuse, reduction of negative peer pressure, improvement on quality grades and positive personality.

Table 4.24: ANOVA students – Effectiveness of peer counselling

		Sum of Squares	Df	Mean Square	F	Sig.
i) Rating by student leaders on effectiveness of peer counselling in improving transition levels	Between Groups	75.387	1	75.387	55.063	.000
	Within Groups	1959.195	1431	1.369		
	Total	2034.582	1432			
ii) Rating by student leaders on effectiveness of peer counselling in reduction of drug and substance abuse	Between Groups	61.346	1	61.346	39.099	.000
	Within Groups	2245.249	1431	1.569		
	Total	2306.595	1432			
iii) Rating by student leaders on effectiveness of peer counselling in reduction of negative peer pressure	Between Groups	32.530	1	32.530	21.218	.000
	Within Groups	2193.911	1431	1.533		
	Total	2226.441	1432			
iv) Rating by student leaders on effectiveness of peer counselling in improvement of class quality grades	Between Groups	76.449	1	76.449	50.552	.000
	Within Groups	2164.084	1431	1.512		
	Total	2240.533	1432			
v) Rating by student leaders on effectiveness of peer counselling in reduction of discipline cases behaviour in classes	Between Groups	9.623	1	9.623	5.616	.018
	Within Groups	2451.880	1431	1.713		
	Total	2461.503	1432			
vi) Rating by student leaders on effectiveness of peer counselling in improving positive personality among students	Between Groups	46.528	1	46.528	33.204	.000
	Within Groups	2005.247	1431	1.401		
	Total	2051.775	1432			

The results in table 4.24 indicates that the findings are statistically significant in that student leaders are at 100 percentage confidence level that the reality in the schools is mirrored on the data analysis undertaken that rating of student on effectiveness of peer counselling. The findings indicate that peer counselling helps with improving transition levels at .000 significant level. They motivate and encourage each other to remain disciplined and at times of crises stand with each other as to remain in school. The retention and transition is so clear that all cohorts want to remain together and complete the circle.

Establishes that peers dissuade each other to stop doing drugs and this is reflected with significant levels of .000 as attested. This is a great contributor to retention. The effects of negative peer pressure are eliminated if are there as they encourage positive engagement at significant level of .000 whilst the same can be stated of their immense influence on improvement of quality grades. Peer counselling greatly   improves positive personality while it may positively improve on many aspects its role on improved class behaviour is not very significant

Table 4.25 represents the principals' perception on the abilities of peer counsellors to involve and influence fellow students in managing peer pressure related issues and their impacts on students' populace discipline in the sampled schools.

Table 4.25: Principals level of agreement related to peer counselling and discipline

	N	Mean	Std. Deviation
i) Students immature to help fellow students on social issues	101	1.94	1.369
ii) Use of peer counsellors and reduction of student discipline cases	101	4.34	1.260
iii) Support and recognition of peer counsellors by school administration	101	4.53	1.109
iv) Use of peer counselling in reducing student unrest	101	4.54	1.081

Table 4.25 shows that school principals agreed that use of students peer counsellors and reduction of student discipline cases was very high as attested by the high percentage of their concurrence. This arises as the students have fall back positions when they are faced with challenges and instead of pilling pressure and vent their frustrations in disruptive behaviours.

There is support and recognition of peer counsellors by school administration and use of peer counselling in reducing student unrest. The study finding indicate that principals were in support of their existence as the mean is 4.53 against 5 around 90.6 percentage which is very high and this implies that peer counselling is essential in schools for addressing discipline issues in schools.

The results also shows that school principals disagreed with the statement those students are immature to help fellow students on social issues. This implies that students are mature and they can help fellow students on social issues. The study established that peer counsellors had a great role in reduction of riots in schools as those with difficult issues had a fall back to consult and have a listening ear. The students have models to emulate as the counsellors though in same class and age have completely transformed. The peer counsellors are real models to emulate. The principals who had the services recorded low incidences of unrest unlike the rest whose schools continue with the same trends

The table 4.26 presents outcomes on the effectiveness of peer counsellors on transition and drugs and substance abuse reduction

Table 4.26: Principals' opinion on effectiveness of the peer counselling on discipline

	N	Mean	Std. Deviation
i) Usefulness of peer counsellors in improvement of students transition levels in schools	101	3.47	1.063
ii) Use of peer counsellors in reduction of drug and substance abuse	101	3.55	1.236

As presented in table 4.26, the results shows that students fairly rated usefulness of peer counsellors in improvement of students transition levels in schools and use of peer counsellors in reduction of drug and substance abuse. This implies that school principals considers peer counselling as an important

activity in schools in regards to students discipline This is evidenced with the high means recorded.. This study concurs with (Ajowe & Sinatwa 2010) that peer counselling is preferred by many students as its effective, issue of confidentiality, trust and open sharing. They state that if peer counsellors are well trained to get well endowed with all skills and attitude and fully motivated the end result will be a very disciplined school.

Transition and retention are key pointers on how a school is managed as students who join a school and find hostile environment will definitely pull out and this increases dropout rates. Retention is about continuous progress and students remain in school from entry in form one till form four and sit for their exams. The schools that don't have attrition and students stay in with their original numbers and only for special reasons admit midcourse have great retention rates and this play a critical role in ensuring tranquillity prevails.

The study established many students felt that their administration was dictatorial and the perception could be one of the key causes of students' unrest especially if students perceived that their grievances would not be heard. The study espouses that there is a need to develop the leadership in the schools to appreciate the importance of dialogue and democratic approaches that would be of essence in solving the problems of discipline issues.

4.7.1: Teachers perception of principals' motivation of peer counsellors

This deals with the perceptions that the teachers have on the principal with the motivation of peer counsellors and word that they do. It deals with the criteria used in selection of peer counsellors and the motivation given to them as they perform their duties.

Table 4.27 presents teachers concerns on the presence of peer counsellors in the sampled schools.

Table 4.27: Presence of peer counsellors in schools

Item	Frequency	Percentage
Presence of peer counsellors in the school		
Yes	91	84.3
No	17	15.7

Table 4.27, the teachers perception of the principal in motivation of their teachers concurs with the principals perception that majority of schools at 84.3 percentage had peer counsellors compared to principals assertion on presence at 82.2 while students at 79.7 percentage which implies that there is concurrence.

Table 4.28 deals with the perceived criteria by teachers that the principals use in the selection of peer counsellors in schools. This criteria's some of the teachers have reservations and others concur.

Table 4.28: Criteria used in the selection of peer counsellors

Item	frequency	Percentage
Criteria used for appointing peer counsellor's		
i) Academic performance	55	50.9
ii) Discipline	24	22.2
iii) Good communication	20	18.5
iv) Availability	4	4.6
v) Student maturity	4	3.7

In table 4.28, the criteria for choice of peer counsellors from the teachers' perception and the qualities required are inclusive of academic performance at 50.9 percentage, discipline at 22.2 percentages, good communication at 18.5 percentages with less emphasis on availability and maturity. Teachers Perception on the choice mirrors the principals and student leaders and agrees with Bett (2013) that peer interaction enables student and their peer counsellors interactions improve on self-esteem and deal with challenges. The academic performance serves as motivating factor to the other students and the vast numbers would want to emulate them .This serves both ends as a model and source of inspiration thus greatly influencing discipline positively.

A highly disciplined student resonates strict training .It is about enforcing rules that produce ordered and controlled behaviour in oneself and this is the criteria the teachers were embracing as its an essential ingrient in creation of industrious school (Nyabuto & Njoroge, 2014).The disciplined students will

pass the same discipline to the school community and thus the overall school discipline greatly improves.

Good communication is a factor greatly considered by teachers as communication enhances discipline. Good communication reduces the prevalence of one way communication and makes it more interactive .Failure to have effective communication threatens students discipline (Njoroge & Nyabuto, 2014)

The teachers did not consider availability and maturity as criteria for consideration as were firmly rooted that the four consideration were the key for prevalence of discipline to prevail in school.

Table 4.29 presents the teachers perceived motivation practices by the principal towards the peer counsellors in school. This is about the reward systems extended to them for the work they do for the school.

Table 4.29: Presence of peer counsellors in schools

Item	frequency	Percentage
Motivation of peer counsellors:-		
i) Regular token of appreciation	21	19.4
ii) Organising academic trips for the councillors	38	35.2
iii) Availing resources for meetings	16	14.8
iv) Different uniforms	10	9.3
v) Award of certificates	23	21,3

Table 4.29 indicates the teachers perception on principals motivation of peer counsellors clearly indicated that principals did not fully motivate peer counsellors as exemplified by the percentages got. None of the motivation factors reached above 50 percentage a clear indicator of unwilling principals in this particular area of concern. The teachers indicated that the most preferred mode of motivation was academic trips with 35.2 percentage followed by award of certificates at 21.3 percentage and lastly frequent tokens of appreciation at 19.4 percentage. The same can be related to the availing of resources where indicators are clear not done a reason for not taking them for training and bench marking. This is attributed to the principal not willing to commit funds to improve the welfare of the peer counsellors and this is contrally to studies by (Murangu, 2012) that for effective peer counselling adequate training is paramount. The teachers perception on the motivation realises that the provision of identifying peer counsellors is not taken as of great interest as the provision is at 9.3 percentage of sampled schools. This clearly shows lack of interest in peer motivation.

4.7.2 Students perception on selection of peer counsellors in their schools and discipline

Students have their own perception on the criteria's used in the selection of their peer counsellors. There are several considerations made on their discipline, academic excellence, their availability, confidentiality, maturity and general conduct.

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The table 4.30 represents the student leaders rating on their facilitation to do their work in sampled schools an indicator of their acceptance as complimentary on teachers encouraging their consultation, allocation of time for it and if teachers discourage students from getting their services.

Table 4.30: Students' opinion on peer counsellors on their level of agreement with statement related to levels of discipline

	N	Mean	Std. Deviation
i) Teachers' encouragement of student to consult peer counsellors	1433	3.89	1.15
ii) Teachers' sensitisation of students to consult peer counsellors	1433	2.67	1.33
iii) Teachers' allocation of enough time for peer counsellors to attend to students	1433	3.44	1.32
iv) Teachers' discouragement of students from peer counsellors	1433	1.84	1.129

As presented in table 4.30, the result shows that the students agreed to the statement that teachers' encourage students to consult peer counsellors with a mean of 3.89 almost 77% However, they disagreed with the statement that teachers' allocate enough time for peer counsellors to attend to students and that teachers' sensitise students to consult peer counsellors and seen with a mean o of 2.67 around 53%. There is a rider of encouraging but not creating time for the same process. This implies that adequate time has not been created for students to consult peer counsellors and that teachers do not sensitise

students on the need to consult peer counsellors. A conflict really exists but for conformity purpose allows to be there without work. This confirms (Grireseh, 2009) where he points out that teachers view peer counsellors negatively and claims students cannot assist one another meet life challenges. In schools where they are not recognised this subtly emanates from the principal as the success and failure will be about his perception and understanding. The reason why though advocated for long it remains pipe dream in actualisation. The study establishes that schools with peer counsellors tend to be more peaceful than those without functioning peer counsellors

The table represents students perception of the effectiveness of the peer counsellors in meeting the needs and aspirations of the fellow students on their areas of concern especially transition, drugs, negative peer pressure, quality grades and positive personality.

Table 4.31 represents the students perception on the effectiveness of peer counsellors and discipline in schools.

Table 4.31: Students opinion on effectiveness of peer counsellors

	N	Mean	Std. Deviation
i) Improving transition levels	1433	3.55	1.19
ii) Reduction of drug and substance abuse	1433	3.88	1.26
iii) Reduction of negative peer pressure	1433	3.64	1.24
iv) Improvement of class quality grades	1433	3.67	1.25
v) Reduction of discipline cases behaviour in classes	1433	3.32	1.31
vi) Improving positive personality among students	1433	3.79	1.19

Table 4.31 shows that students agreed that peer counselling is effective in relation to improving positive personality among students at means of 3.79 out of 5, improvement of class quality grades, reduction of negative peer pressure and improved relations,, reduction of drug and substance abuse at 3.88 out of 5 with their destructive effects and improving transition and retention levels. The results show that peer counselling is fairly effective in reduction of discipline cases in classes.

The student leaders really value what the counsellors do as far as retention of students in school due to the bonds established. Their remaining in school is possible when there are no suspension, no strikes and demonstration. When students view of their world positively, they work to achieve the set goals and standards and thus improving the discipline of the students. They will not want

their school painted negatively and so will maintain disciplines. Machakos county schools have a tendency of rating each other on the quality grades attained.

Peer counsellors play key role of encouraging each other to get quality grades for the university and so this encourages working hard to attain the same. It's clear from this study that failure to encourage peer counselling has an issue to do with discipline. The less involved the more likely to encounter strikes. The competition for quality grade makes schools want to outdo others and in the process peer counsellors come hardy to moderate them.

Drugs and substance abuse derails normal thinking of students and so the more they assist in its derailing their supply chain and consumption the more likely the school is calm. This study established that drugs are the key triggers to riots and disruptive behaviours. This was after interviews with arson case suspects as they had same character of drugs abusers. Had the schools had functional peer teams this could not have taken place. They could have detected the suppressed anger, could have had someone to lean on and express the anger and solved all simmering issue.

Peer counselling there are many emerging issues affecting students in high schools in Machakos County. However peer counselling program is internationally accepted as an intervention strategy in enhancing guidance and counselling services for the students in educational institutions. Counsellors comprise only of a small percentage of those who could rectify the situation. In school set up administrators, teachers, parents and children learn the aspect of

helping others Rolsyn and Rachel (1993). Students given training on peer counselling can be of great help to their peers in schools.

The peer counselling is a process in which trained and supervised students offer listening, support, alternatives and other verbal and non-verbal interaction. Rolsyn*et al* (1993) Students in high schools have the potential to revolutionize guidance and counselling services when equipped with skills and knowledge in peer counselling and enhance students discipline.

Bett (2013) postulates that the rationale of peer counselling is based on assumption that people who share similar characteristics and age tend to influence one another's behaviour significantly and developmental psychology identifies peer influence as major cause of concern in school setups.. Students prefer peer counsellors who are good role models and who can influence other students in developing positive behaviours in schools, homes and churches. The question on who to select as student peer counsellor is important in developing effective peer counselling programs in high schools in Machakos County.

The study established that students selected as peer counsellors had some positive qualities as being sociable, disciplined, average in academic performance, good speakers, listeners and able to keep secrets the concept of confidentiality Arudo (2008). The Selection of peer counsellors in schools sampled was based on specified qualities as openness, understanding, good communication, devotion, humility, empathy, discipline and good at listening Lutomia and Sikolia (2002).

Methods of selecting peer counsellors can vary but the qualities of the students appointed should never be compromised. Research has shown that involvement of students in selecting peer counsellors is crucial and desirable Chireshe, R (2013), Murangu, Bururia, and Njonge, (2012).Students will respect, trust and support peer educators whom they have selected KIE (2004).When right students are selected, their efficiency can further be improved through progressive training in peer counselling. This study finds that peer counselling programs shows a big gap in the quality and scope of training offered to student peer counsellors due to lack of harmonized training manual in Kenyan schools. The study findings on peer counselling programs recommend adequate training especially in basic helping skills and life skills Chireshe (2013), Murangu *et al* (2012).

Training should be based on what the peer educators need to do for the planned activities KIE (2004). The training should be practical and focused on the prospective peer counsellors' values, attitudes, beliefs and weaknesses Lutomia*et al* (2002). Such teacher counsellors cannot offer supervision to the peer counsellors. Peer counselling programs in high schools should be based on needs assessment involving learners. The study establishes that program should be guided by well-defined goals and objectives with goals should been specific, measurable, attainable, realistic and time bound KIE (2004).

The study finds that Peer counselling program is not thriving despite the awareness of its importance in helping students access guidance and counselling services in high schools. The Ministry of Education, school

administrators and teachers do appreciate the need of peer counselling as an intervention approach to students' discipline cases, psycho-social challenges and academic underachievement.

The study establishes that school administrators should take selection of peer counsellors highly to ensure the peer counselling programs in schools are effective and functional. They address discipline concerns, academic underachievement and psycho- social challenges facing the students. The qualities to be considered when selecting peer counsellors is character, personality, academic performance, discipline, popularity, fear of God and gender.

Most of the peer counsellors don't receive quality training. Lack of adequate and quality training was identified as a major reason for the ineffectiveness of peer counsellors. Schools offer inadequate training to the peer counsellors despite the significance in enhancing the psychological health, academic performance and discipline of the students.

The principals who appreciated and supported it has had impact in reducing incidences of unrest, notable improvement in academic performance and students discipline in their respective schools, Brief encounter and meeting mostly taking a few minutes in one day can have tremendous effect on the students populace. Lack of support by school administration in facilitating the training, limited time for the peer counselling programs in schools routines and lack of motivation for peer counsellors are the main challenges and all this lies squarely with the principal. It established that those schools without peer

counsellors suffered more incidents of discipline cases. The study investigated on the feelings of the teachers in relation to capacity building on peer counselling and the positivity is low and unappreciated.

Evident from the findings is that 20 percentage of the schools in Machakos don't practice peer counselling. This could be reason why the peer counsellors continue being ineffective in their responsibilities despite them undergoing some training or nothing at all and students known to seek peer counselling due to family problems, adolescent challenges, minor issues arising in classrooms, in the dormitory, absenteeism, conflicts, relationships, spiritual issues, discipline and academic issues.

4.8 Principals induction of students' into schools culture and discipline in secondary schools.

The study also sought to establish influence of principals' induction of students' into schools culture on discipline in secondary schools. The table 4.32 indicates the level of principals' influence on the induction of new students into the school and the influence of alumni, surrogate parents-teachers and the discipline of students.

Table 4.32: Influence of principals' induction of students' into schools culture on discipline in secondary schools

	N	Mean	Std. Deviation
i) New students are paired with older students	101	3.5446	.98514
ii) New students are attached to surrogate parents and teachers	101	3.7030	1.06343
iii) New students are given documents on school ethos	101	3.9604	.95834
iv) Formal orientation programmes spell out expectations of students	101	4.1881	.94565
v) Invited guest speakers sensitise students on careers	101	4.1980	.95937

The result in table 4.32 shows that to great extent pairing old students with new students and attachment to surrogate parents and teachers influences their discipline to fairly large extent while provision of documents on school ethos, formal orientation programmes on expectations, invitation of guest speakers have to a large extent improves students' discipline in secondary schools. The new students socialized in been loyal to the school, to be cooperative and confirms a study by Moss (2004) on pathways to success and discipline of students This comes as the important cultures are spelt out and are directly learning with one who is guiding and may not want to disappoint them.

The interface involves critical reflection on the process and legitimizes the notion of changing individual interacting with the others and assimilation to betterment of the student approach and appreciation of new beginning's.

The results indicate that attaching students to surrogate parents and teachers assist them have them as models. This is confirmed by study by Whitcomb and Borko(2006) on the need to provide adequate support systems to new students which not only improves their sense of confidence but integrates them in the whole school culture and set the course for improved discipline. When well-conceived, carefully implemented and soundly supported by the schools, new students develop positively and improve retention (Ingersol & Smith (2004). Giving students documents on school ethos enables them understand expectations and confirms Griffin (1996) who avers that what they learn is engraved in their being and it's what becomes of their personality.

Formal orientation programmes that spell out expectations of students as to what is done is made to benefit from the knowledge and expertise of the experienced administrators. This states the structures in place and facilitates interaction and reinforces interdependence in the management process (Moore, 2004) in various areas.

Inviting guest speakers to sensitize students on careers to a great extent improves students discipline in schools as it had the greatest return rate with means close to 80 percentage agreement. This confirms Mason(2002) that guest speakers present the sensitivities and effective action plans and sufficiently the possibility to try them out in practice themselves.

The table 4.33 indicates the perception the student leaders have on fellow leaders on the management of student affairs of punctuality, punishments and drugs and substance abuse on discipline of students.

Table 4.33: Student's leader's responsibilities

	N	Mean	Std. Deviation
i) Responsible for management of student punctuality	1433	3.86	1.1313
ii) Responsible for management of student punishments	1433	2.87	1.1070
iii) Responsible for management of drug and substance abuse among	1433	2.90	1.3079

Table 4.33 shows that student' leaders' asses their colleagues responsibility on the other students on punctuality has been high while students punishments and reduction of drugs and substance abuse as been fairly high. This can be attributed to proximity and interaction, school information, official policy, been collegial, providing friendship, encouragement, support and sharing knowledge of school operations thus able to check punctuality Griffins (1996). Management of student punishments take low returns as elected leaders their major concern is the welfare of their members. They are more concerned with formal programmes and responsibilities as open communication not reprimand as this can derail the normal functioning of the school. Student leaders avoid this route as it reduces their ability of persuasion and this diminishes their collegiality.

Management of drug and substance abuse is minimal for safety concerns and the ability to engage the affected students. The leaders' involvement on students punishment drug and substance abuse is minimal. The leaders are not highly involved in punishments as it derails the concept of chosen to guide the rest when infringement of rules takes place. Students involved in drugs and substance abuse are many of the times irrational and fellow students dealing with the same may turn tragic. This argument arises from the study on some schools in the study where principals were wary on safety of the leaders from the said students who are into the abuse. The study findings indicate that punishments and control of drugs and substance abuse has proven difficult due to its sensitivity and safety of the leaders as may turn tragic.

The table 4.34 indicates the student leaders perception on orientation on discipline of students in the schools. This is about if they are they performing their duties as expected.

Table 4.34: Students' responses on influence of induction practices on students' discipline

	N	Mean	Std. Deviation
i) Extent to which having a formal orientation programme that spells out expectations of the students influences discipline	1433	3.483	1.2929
ii) Extent to which pairing new students with older students influences discipline	1433	3.212	1.3842
iii) Extent to which attachment of students to surrogate parent teachers influences discipline	1433	3.231	1.3109
iv) Extent to which inviting guest speakers to sensitise students on careers influences discipline	1433	3.916	1.2287
v) Extent to which allowing students to meet successful alumni influences discipline	1433	3.517	1.3811

The table 4.34 analysis indicates that inviting guest speakers and successful alumni have to large extent great influence on socialization to school culture out of experience and advancement in their careers make the students retain the focus central goal to achieve. This study clearly conforms to (Baird & love, 2003) who states that guest speakers have access to expert performance and modelling of process, reflections, collaborative construction of knowledge,

articulation of personal values and beliefs. This makes them great in coaching and scaffolding a component for motivation.

Allowing students to meet successful alumni highly influences student's discipline. The history of the school and conditions that prevailed then and their great performance will re awaken their dreams. They have the expertise on areas of concern, have reached the peak of careers and cooporate world and thus can talk authoritatively that it is possible for the students to achieve the same. The study established that till the time of demise Mutula Kilonzo with others bonded with Machakos School and evidently then there was no strike in the school, attributed to a condition given that if the student damage what they used to love and appreciate will stop the talks and their interactions. Though may appear blackmail the school experienced a strike two years after his death. Formal orientation programme, pairing with old students and surrogate teachers/parents had fairly large extent influence on socialization practices that spells out expectations, the norms and respected traditions of the school bind schools together. The study found out that many schools prefer this orientation that is formal and detached to enables new students grasp the ideals of the school they have joined.

Pairing new students with older students is a more inclusive as it affects career trajectories as the new students consider success as their only goal. It minimises incidents of bullying as there is a senior watching over. The students feel well protected, items taken care of and learning of the school positively.

Formal programs and documentation details roles and communications and very detached. It only sounds expectations and limits. The monitoring and feedback to all participants on progress made and significant ideals are formalised and shared. Attaching students to surrogate parent teachers fairly highly influences students' discipline as the students want to please the teachers and will try to be of the best character.

The study establish that the underlying issues remain that careers of students are greatly influenced by guest speakers as they are in tandem with their aspirations and dreams however how much pairing of students with others is exhorted in some schools may not work depending on the schools culture and discipline levels. Invite guest speakers and call on successful alumni and you have a quiet school, very focused and hardworking student

4.8.1 Teachers perception on principals' induction of students and discipline

Teachers have their own perceptions on how principals do induction to new students and especially form ones. This study wants to establish if the induction processes practiced by the principal have an impact on the level of discipline of the students and this should be established in the following tables and their explanations.

Table 4.35 clearly brings out the perceptions that teachers have on their principals on the induction if student leaders in the respective schools.

Table 4.35: Teachers perception of principals induction of students in to school culture

		N	Marginal Percentage
Forms of induction	No	33	30.6%
	Yes	75	69.4%
	Pairing with seniors	18	16.7%
	guest speakers	45	41.7%
Methods of induction	training and workshops	10	9.3%
	Formal orientation	15	13.9%
	School ethos	20	18.5%
	Reduction of strikes	10	9.3%
	School rules obeyed	60	55.6%
How induction influences	Reduction of bullying	3	2.8%
	School mean improves	20	18.5%
	curriculum and routine	15	13.9%
Valid		108	100.0%
Missing		0	
Total		**108**	

The table 4.35 presents what the teachers perceive as the role of induction of students in the school culture. The initial stages of guidance and support services which are provided to students as they enter secondary schools. They have the responsibility to give every student the best opportunity to succeed. The teachers had the perception that the students deserve opportunities to develop wide range of experience, creativity, problem solving and personal skills to make their school day smooth.

The study established that majority of schools at 69.4 percentage had orientation been done to students in the sampled schools. There are still a substantives number of schools at 30.6 percentage that did not practice induction. This is confirms Blair (2016) that students value the quality of interpersonal relationship with staff and fellow students and it is their support base.

The study established that teachers in the schools that practice induction had several methods in use and the most preferred was invitation of guest speakers a t 41.7 percentage. This confirms findings in table 4.28 where principals acknowledge that guest speakers with a mean 4.198 of 5 greatly influence induction. This again confirms Mason (2002) that guest speakers are able to make students realise their potentials and this uplifts the discipline in the schools

The study established that giving new students booklets on the school ethos was profound and had a great effect on the students discipline at 18.5 percentage. This deals with the expectations on discipline, tasks to be observed, commitments expected, knowing the consequences of ones actions and the students loyalty to the school. This is about the language used in school, management skills expected to be developed, attitudes expected, curriculum and school routine. This response though with low percentage from the teacher respondents plays a key role in enhancing discipline in schools

Attachment to senior students at 16.7 percentage and formal orientation at 13.9 percentage play a peripheral role though still methods used for induction of students. The students will appreciate the discipline procedures, routines for the classrooms and school and develop a model appropriate to them. The least used is training and workshops and this can be attributed to the unwillingness on the part of the principals to commit finances in that regard.

Induction of students play a key role in the management of student discipline, the study established that the teachers observed that school rules and regulations were adhered to at 55.6 percentage a very positive achievement for discipline. With the adherence to the rules discipline cases highly minimised, class attendance improved, duties fully done and routine followed. This impacts very strongly with students and reduces negative behaviour. The adherence brings effective schools that strive towards becoming communities with common vision, a common language, and a common set of experiences. The rules   and procedures that students abide with are hinged on needs and dispositions. The stated rules are based on broad social principles as with school mission or belief statement.

The induction of students results in improved school mean score at 18.5 percentage .Academics form the core value for the existence of the school and with improved academic grades it retains its primary focus. This results from proactive, productive and consistent focus by all parties and this greatly influences discipline positively .Improved academic performance may have been a result of the students been reasonable and consistent in school work.

This confirms findings in table 4.41 that quality grades are anchored to good discipline and attendance to classes.

The study establishes that teachers observed and reported that induction influences in the observance of curriculum requirements at and school routine at 18.5 percentage. There are effective classroom management that include positive attitude posed by the teacher and this reflects to the student. When students are praised by the teacher instead of tearing them down they work hard to please the teacher .This makes curriculum implementation easy. Effective management of school routine includes getting input, feedback and suggestions from the students. The purpose of compliance to routine is to develop a culture that is binding. This enhances discipline in schools and confirms (Willet & Singer, 1991) that there are only positives to be learned in schools.

Induction plays a key role in reduction of bullying in schools. The study found out that bullying reduced and at 2.8 percentage it is clear that bulling in some schools had reduced. Teachers expressed concern on bullying issue that the principals need to use positive discipline focussed on prevention not punishment with support for students who need help in managing behaviour. This includes reduction in harassments, disorderly conduct and acts that disturb peace. This enhances discipline in schools.

The table 4.36 below gives the correlations on formal orientation and subsequent expectations on discipline issues in the sampled schools on theft, strikes, class attendance and defiance.

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Table 4.36: Correlation results on principals responses on formal induction programmes influence students' discipline in secondary school

		Formal orientation and students discipline
i) Theft of students' items has been prevalent for the last three years	Pearson Correlation	.004
	Sig. (2-tailed)	.892
	N	1433
ii) Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.008
	Sig. (2-tailed)	.775
	N	1433
iii) Prevalence of failure to attend duties in the last three years	Pearson Correlation	.016
	Sig. (2-tailed)	.539
	N	1433
iv) Prevalence of defiance of authority in the last three years	Pearson Correlation	-.036
	Sig. (2-tailed)	.171
	N	1433
v) Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.053[*]
	Sig. (2-tailed)	.047
	N	1433
vi) Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.022
	Sig. (2-tailed)	.396
	N	1433
vii) Prevalence of missing of lessons by students	Pearson Correlation	-.053[*]
	Sig. (2-tailed)	.046
	N	1433

Table 4.36 Formal orientation programme and discipline are statistically significant in prevalence of students missing lessons and students sneaking out of school in the last three years. This is as attested by a p value $P<0.05$ an indication that formal orientation programme affects students prevalence of missing classes and students sneaking out of school. During the orientation, students are advised to attend classes without failure and there are punishments for skipping so remain in school and faithfully attend classes.

This is for students attain good quality grades and proceed to university and the fear of pain associated with missing of lessons including bonding. The study establishes that schools with formal orientations had lower incidences on failure to attend to classes at correlation of .053 an attest that despite other considerations the class attendance and sneaking issue is non issue. The school has established mechanisms of internal control that both teachers and students have the sense of responsibility. The control sheet on attendance and indication of those missing works as a deterrence Griffins (1996) concurs that class attendance is of paramount importance to meet the goals and objectives of learners been in school.

Sneaking out of school is done by students dissatisfied with provisions and with correct workings environment study established that formal orientation drastically reduced its prevalence since sneaking is tantamount to giving up your slot. The repercussions associated with sneaking are so worrisome that no student would want to attempt as ranges from buying several rolls of barbed wire to automatic exclusion. There is little statistical significant between formal orientation programme and theft of students' items, strikes and demonstrations, duty attendance, defiance of authority, drugs and substance abuse

Prevalence of strikes and demonstrations has low correlation with formal orientation at 0.008 as it has its major trigger issues not related to orientation. This result from facts that even with formal orientation dissatisfaction will trigger students want to resist what are dissatisfied with .Strikes and

demonstrations are as a result of other circumstances and cannot fully be related to formal orientations

Failure to attend duties has little statistical correlation at 0.016 as it's basically a norm of assignment and failure to do the same. It is basically inactive supervision and leadership deficiency. The principal, teachers and student leaders are not doing their work effectively .Student leaders are in charge of duty rota and failure to comply then the aspect of acceptance is missing. Duty rota is a mandate loosely linked.

Prevalence of defiance of authority is fairly statistically correlated at -.036 which reveals the less the formal orientation the more the defiance. This is an important finding in that it encourages constant and continuous interaction to ascertain that formal leadership is highly respected. This are formed characters that can be nabbed with the strong application of norms, rules and regulations governing schools. Willet & Singer (1991) they clearly state that to govern students there should be no room of learning negatives and acquiring them as personal traits and must be nabbed on the onset

Prevalence of drugs and substance abuse not strongly co- related to formal orientation as the habit may have started earlier or learned through negative peer influence and cannot be linked .Many students in substance abuse acquire it in early stages of primary and so as the formal orientation is been done are already culprits. Few may change but with struggle whilst the majority remain till rehabilitated. Students in the habit have a very high insensitivity and while during orientation may not see the essence of values been inculcated.

Formal orientation programme does not fully influence the occurrence of theft cases, failure of student to attend duty and prevalence of drugs and substance abuse as are not significantly correlated.

This study disagrees with Sachs (2003) who postulates that any formal orientation forms the basic total compliance and acceptance of norms and traditions and any infraction should be punished and changes assured.

The table 4.37 expresses the correlation between pairing of new students with older ones and student discipline with its subsequent implications.

Table 4.37: Correlation results on principals responses on the extent to which pairing new students with older student's influences discipline

		Pairing new with older students
i) Theft of students' items has been prevalent for the last three years	Pearson Correlation	-.022
	Sig. (2-tailed)	.407
	N	1433
ii) Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.015
	Sig. (2-tailed)	.580
	N	1433
iii) Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.038
	Sig. (2-tailed)	.147
	N	1433
iv) Prevalence of defiance of authority in the last three years	Pearson Correlation	-.029
	Sig. (2-tailed)	.270
	N	1433
v) Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.047
	Sig. (2-tailed)	.075
	N	1433
vi) Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.042
	Sig. (2-tailed)	.108
	N	1433
vii) Prevalence of missing of lessons by students	Pearson Correlation	-.019
	Sig. (2-tailed)	.473
	N	1433

Table 4.37 shows that there is relationship between pairing new students with older students with discipline cases such as theft of students' items, prevalence of strikes and demonstrations, prevalence of failure to attend duties, prevalence of sneaking out of school, prevalence of drugs and substance abuse and prevalence of missing of lessons by students.

This implies that pairing new students with older students has no major effect of students' discipline. This is about compliance and adherence to set rules of engagement. Mentorship is anchored on constructivist epistemology and based on cognition reflection and order, There can be no discipline issues as principals will only pair up the new students with disciplined students. This study established that pairing of disciplined students enhances the discipline in the schools in the county.

Table 4.38 presents the correlations between giving new students documents on basic expectations and their discipline on theft of items, strikes, class attendance, and attendance to duties, sneaking out of school, drugs and substance abuse.

Table 4.38: Correlations between giving new students documents on school ethos and discipline

			Giving new students documents on school ethos
i)	Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	.005
		Sig. (2-tailed)	.840
		N	1433
ii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.052
		Sig. (2-tailed)	.051
		N	1433
iii)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.003
		Sig. (2-tailed)	.900
		N	1433
iv)	Prevalence of defiance of authority in the last three years	Pearson Correlation	-.082[**]
		Sig. (2-tailed)	.002
		N	1433
v)	Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.056[*]
		Sig. (2-tailed)	.035
		N	1433
vi)	Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.074[**]
		Sig. (2-tailed)	.005
		N	1433
vii)	Prevalence of missing of lessons by students	Pearson Correlation	-.060[*]
		Sig. (2-tailed)	.024
		N	1433

Table 4.38 indicates that giving new student documents on school ethos influences students discipline in relation to adherence to the traditions, norms and culture of that particular school. It is a constant reminder of where you are and expectations .The prevalence of defiance of authority at p -.082 strongly correlates that students know defiance to authority of either student leaders, support staff , teachers and administrators will result in immediate exclusion from the school. This translates to obedient students ready to take instructions and orders. This confirms the study by Britton & Paine (2005) on mentoring and concludes that what is clearly stated keeps in abeyance its infraction. It enhances discipline tremendously. The findings point to complete obedience on the given school rules and regulations.

Prevalence of sneaking out of school at p -0.056 strongly correlates and is curtailed as there is clear instruction on the procedures for seeking to be out of school. This came out clearly that school boundaries are clearly out of bounds. There are clear cut rules and punishments meted on sneaking. The study established that sneaking is among the few discipline cases remaining in schools because of what associated with in terms of bringing petrol to burn schools, bringing in drugs and alcohol, and avenue for selling textbooks and so its penalty too punitive The study establishes that sneaking from school so expensive that it has served as a deterrence. The severity of the punishment is so ingrained in the students mind that they will not dare even with possibility of not been caught.

Prevalence of drugs and substance and its aftermath has made its abuse in schools be controlled to a certain degree. Involvement of student leaders in formulation of the basics on drugs has drastically worked at -0.074 correlation coefficient .It is a breakthrough that provision of documents with ethos really works. The rules states what repercussions are and students made to sign on the punitive measures as are stated clearly reduces or scares some students avoid the peers in the abuse and less recruits. The ethos talk of the dangers and effects of this practise and students adhere to the same. Once this is realised the discipline levels of the students are at best. The study establishes that norms inculcated are so ingrained that discipline remains high.

Prevalence of missing of lessons at $-0,060$ correlation and these results from the culture implanted in the school. The correlation is weak that indicates that though not high a semblance of ethos played part in making it not prevalent

Theft of student items is a habit that develops while in schools due to some institutional and basically supervisory reasons. A student has outgrown their uniforms while in form three and the school has no policy on its renewal. The disadvantaged student will definitely opt to take a new students uniform from another student. Other students out of upbringing have not had an opportunity to wash their own clothes and because of stringent conditions on dress code will dump their dirty uniform and replace with others an habit blamed on home front not really a discipline issue. The correlation may be low as principally its not a discipline issue. Prevalence of strikes and demonstrations are a reason of multifaceted grounds and may not necessarily be out of given ethos.

Prevalence of failure to attend duties are not influenced by giving students document on school rules and regulation as this a issue of failure to appreciate ones obligation in the institution and does not require rules to abide. This study finds that the school rules and regulation document help in addressing defiance of authority, sneaking out of school, drugs and substance and missing of lessons.as key issues in school set up.

The table 4.39 presents the correlations that exist between attaching of students to surrogate parents-teachers and the impact it has on their discipline. The analyses follow ups as stated.

Table 4.39: Correlation between Attachment of students to surrogate parent - teachers' and discipline

			Attachment of students to surrogate parent teachers
i)	Extent to which theft of students items has been prevalent for the last three years	Pearson Correlation sig. (2-tailed) N	-007 .790 1433
ii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation sig. (2-tailed) N	0.031 .236 1433
iii)	Prevalence of failure to attend duties in the last three years	Pearson Correlation sig. (2-tailed) N	-.0.003 .911 1433
iv)	Prevalence of defiance of authority in the last three years	Pearson Correlation sig. (2-tailed) N	.019 .467 1433
v)	Prevalence of sneaking out of school in the last three years	Pearson Correlation sig. (2-tailed) N	-.040 .130 1433
vi)	Prevalence of drugs and substance abuse	Pearson Correlation sig. (2-tailed) N	-.022 0.408 1433
vii)	Prevalence of missing lessons by students	Pearson Correlation sig. (2-tailed)	-0.037 0.163

Table 4.39 shows that attaching students to surrogate parent- teachers does help in minimising any discipline cases in schools when broadly linked to the schools character with main focus on improvement of the students' well-being, academic development and individual personal growth the surrogate parents put learning priorities the central theme as discipline issues are in their hands. The underlying reasons were that the students avoided infractions as to please their surrogates. The results show that it is statistically low but significant. This is out of reverence to the surrogates and not because they have discipline issues .In all aspects in this relationship there is low correlation with theft of students items at p-.007 of low significance, strikes and demonstrations at 0.236 again of low significance.

The attendance to duties has low correlation an indicator of no significance at -0.003 and the aspect of defiance at 0.019, sneaking -0.040, drugs and substance abuse -0.022, missing lessons-0.037 and in all this relationships the underlying factor is that there is correlations but at low relations. This is a relation that cannot be just wished away it has a role though minimal.

The table 4.40 indicates the correlation ships that exist between inviting guest speakers to address students on pertinent issues and the levels of discipline exhibited and establish the worthiness of the same.

Table 4.40: Correlation between inviting guest speakers and student discipline

		Inviting guest speakers to sensitise students on careers
i) Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.062[*]
	Sig. (2-tailed)	.019
	N	1433
ii) Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.073[**]
	Sig. (2-tailed)	.006
	N	1433
iii) Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.072[**]
	Sig. (2-tailed)	.006
	N	1433
iv) Prevalence of defiance of authority in the last three years	Pearson Correlation	-.088[**]
	Sig. (2-tailed)	.001
	N	1433
v) Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.115[**]
	Sig. (2-tailed)	.000
	N	1433
vi) Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.099[**]
	Sig. (2-tailed)	.000
	N	1433
vii) Prevalence of missing of lessons by, students	Pearson Correlation	-.111[**]
	Sig. (2-tailed)	.000
	N	1433

Table 4.40 shows that the most fruitful orientation activity that influences students discipline cases was inviting guest speakers in schools. The results shows that it is statistically very significant on reduction of theft of student items as are made to appreciate the sanctity of other students 'items. The students respect and take care of their property and thus the temptation of stealing is drastically reduced.

Student strikes and demonstrations correlates very significantly at -0.73 that the more students are exposed to guest speakers dealing with different aspects the more will be encouraged to avoid the temptation of disruption. Students made to understand the negative impact it has and the negative publicity it attracts. The students do appreciate the impact of breakage of order and the relations that develop after strikes between the teachers and students. Guest speakers are expert in their areas and inspirational thus serve to dissuade students from missing lessons which in essence improves discipline and performance.

The study findings on Prevalence of drugs and substance abuse has gone down and attributed to guest speakers with vast experience on the dangers of the abuse or a rehabilitated person. The persons experience serves as reference point for the students so that those not yet trapped are warned against getting trapped and those already involved seeking out of the bondage. Prevalence of sneaking out of school is strongly correlated to inviting of guest speakers as they motivate the student to abide by the set school rules. The study

established that those schools with low level of discipline problems relied on expert advice and the students felt challenged and conformed to the set rules.

Prevalence of defiance of authority dropped and attributed to expert advice that was coming from guest speakers as got useful information from another source and not their teachers that was resonating with prudence and good behaviour. Prevalence of failure to attend duties and self-drive has gone down amongst the students in the schools that invited them. This is in concurrence with the correlations of -.072 which confirms the more guest speakers in service the less the failure to attend to duties. This could be attributed to the issue of encouragement and sense of purpose been instilled by the speakers and in avoidance to stated consequences

Prevalence of strikes and demonstrations also correlates with guest speakers invite. Thus discipline issues are very complex as it has many facets that are inclusive of normal disagreements between the principal and student leaders, issues of menu, incitements and others and so the guest speakers impress on the students the aspect of dialogue and negotiation instead of rampage that cost parents money, students own time wasted and the repercussions that may result which are not limited to suspensions, expulsions and death Wekesa (2005). The study established that the best that is done is to expel or suspend the students and when they come back to school, a penalty is imposed for damages incurred. Usually such actions breed deeper resentment and the teachers and students still have to be in the same school. Without counselling and proper

understanding between administration, teachers and students the problem is rarely solved.

Prevalence of theft cases in schools has been a major cause of concern and as earlier addressed for it to be eliminated the administrative tasks of the principal need to be applied and the vice will be eliminated. This implies that inviting guest speakers in schools helps to mitigate such vices

The table 4.41 indicates the correlations in existence between allowing students interact with former students of the school and the impact it has on their perception of the school and resultant discipline

Table 4.41: Correlation results on principals' responses on allowing students to meet successful alumni influences discipline

		Allowing students meet successful alumni
i) Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.039
	Sig. (2-tailed)	.138
	N	1433
ii) Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.094[**]
	Sig. (2-tailed)	.000
	N	1433
iii) Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.002
	Sig. (2-tailed)	.943
	N	1433
iv) Prevalence of defiance of authority in the last three years	Pearson Correlation	-.047
	Sig. (2-tailed)	.075
	N	1433
v) Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.068[*]
	Sig. (2-tailed)	.010
	N	1433
vi) Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.058[*]
	Sig. (2-tailed)	.028
	N	1433
vii) Prevalence of missing of lessons by students	Pearson Correlation	-.051
	Sig. (2-tailed)	.053
		1433

The study findings in table 4.41 indicate that encounter of successful alumni and students is statically significant with reduction of the prevalence of strikes and demonstrations. The interaction of students and successful alumni greatly discourages the students from strikes as they will have let down the ones they want to emulate. Students are made to behave decently to avoid reprimand

from the alumni as will be asked on their role models. The task that there will questions without answers deters this infringement. The alumni expect certain behaviour code and thus the students will be bound to behave in certain ways.

Sneaking out of school and the subsequent aftermath discourages students greatly as the alumni talks of high discipline while were in school. Sneaking in many schools is associated with bad habits and with the alumni discussing with students a new approach will be agreed on where instead of breaking bounds, a student gets bold and seeks leave of absence and this is what alumni will advocate with such great results.

Drugs and substance abuse prevalence has been well dealt with the alumni playing a key role in discouraging the habit from crippling in. The alumni will present cases of those who got trapped in the vice and share on the aftermath. They discuss with conviction the success story of those who avoided the hook and students will keep of the entrails of the trap thus such high correlation.

The same is not statically significant with theft of student items, failure to attend duties, defiance to authority, and missing lessons. The true reflection is not necessarily what realised from data analysis. The reality of the schools sampled situation is statistically related to statistical findings and has relationship with prevalence of drugs and substance abuse, prevalence of sneaking out of school and prevalence of strikes and demonstrations.

The successful alumni tend to give a sense of direction to the present day students and with their address encourage them to emulate them as models as definitely they were in the same school and managed, Power (1984). It has a fulfilling touch and many will want to experience the same. Strikes and demonstrations, sneaking out of school, drugs and substance abuse are the most destructive and if well curbed the rest can be managed. Alumni have a great influence over student and the correlation is fairly low to insignificant and thus though not out rightly dismissing they may not have much influence on defiance, theft and missing lessons. They have an impact even if not so much but its experienced.

4.9 Principals use of mentorship programmes and student discipline

The other objective to establish the extent to which principals' use of student mentorship influence students discipline in secondary schools. A correlation test was carried out to establish how principals use of student mentorship influence students discipline in secondary schools.

Table 4.42 indicates the relationships that principals find to exist between mentoring of students and their discipline in their respective schools.

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Table 4.42: Principals 'response on relationship between mentorship and students 'discipline

		Sum of Squares	df	Mean Square	F	Sig.
i) Mentoring of students on academic excellence influences student discipline	Between Groups	6.962	1	6.962	6.909	.009
	Within Groups	1442.016	1431	1.008		
	Total	1448.978	1432			
ii) Mentoring of students on careers influences student discipline	Between Groups	6.202	1	6.202	5.462	.020
	Within Groups	1624.717	1431	1.135		
	Total	1630.918	1432			
iii) Mentoring of students on etiquette influences discipline	Between Groups	2.645	1	2.645	2.449	.118
	Within Groups	1545.158	1431	1.080		
	Total	1547.803	1432			
iv) Mentoring of students on ethical living influences student discipline	Between Groups	2.589	1	2.589	2.553	.110
	Within Groups	1451.041	1431	1.014		
	Total	1453.630	1432			
v) Mentoring of students on self-awareness influences student discipline	Between Groups	11.773	1	11.773	12.608	.000
	Within Groups	1336.157	1431	.934		
	Total	1347.930	1432			
vi) Mentoring of students on assertiveness influences student discipline	Between Groups	3.485	1	3.485	3.450	.063
	Within Groups	1445.464	1431	1.010		
	Total	1448.949	1432			
vii) Mentoring of students on respect of diversity influences student discipline	Between Groups	5.437	1	5.437	4.874	.027
	Within Groups	1596.093	1431	1.115		
	Total	1601.530	1432			
viii) Extent to which theft of students items haves been prevalent for the last three years	Between Groups	1.002	1	1.002	.788	.375
	Within Groups	1819.401	1431	1.271		
	Total	1820.403	1432			

The table 4.42 gives the relationships that exist between mentoring and discipline. The response of the students on the same is as discussed in the subsequent tables and establishes the statistical significance. This will be attested by the same findings as found in the following tables that indicate mentorship programme has great effect on the many aspects of controlling students discipline in schools. This is as far as respect for diversity, ethical living, discipline, careers, self-awareness and academic excellence is concerned a major discovery in the study.

The table 4.43 presents the relationships that exist between mentorship of students and discipline. They indicate the kind of relationship that develops when mentorship done in relation to respect of diversity, ethical living, leadership, careers, self-awareness and academic excellence.

Table 4.43: Students mentorship and discipline

		N	Mean	Std. Deviation
i)	Mentoring of students on respect of diversity influences student discipline	101	3.8515	.89873
ii)	Mentoring of students on ethical living influences student discipline	101	3.9208	.83286
iii)	Mentoring of students on leadership influences student discipline	101	3.9307	.88609
iv)	Mentoring of students on careers influences student discipline	101	4.0000	.83666
v)	Mentoring of students on self-awareness influences student discipline	101	4.0000	.83666
vi)	Mentoring of students on academic excellence influences student discipline	101	4.2277	.89310

Table 4.43 indicates that Principals find it very useful to have students mentorship has very great influence on students' academic excellence with means of 4.23 and about 84.6 percentage an indicator that whenever mentorship will be done the resultant expectations will be quality performances and grades.

It has great influence on respect of diversity at means of 3.85 and about 77 percentage which is high percentage. This translates to that when mentorship is about diversity the expectations is that the students are well versed with norms and expectations of others with different cultural backgrounds and beliefs and ready to embrace them. Ethical living is about integrity and

pursuing the common good. This entails teaching the students about the best practices, norms and societal expectations. Mentorship has means of 3.92 and about 78.4% which indicates is a factor of consideration when dealing with students for holistic being to be given to the society from school.

Leadership is about giving correct directives. It entails guiding the rest of the students realise their goals and objectives of been in school is realised. The reinforcement about universal suffrage in the election of the student leaders and the disbursement of the prefectural system. Self-awareness is the discovery of oneself and at 4.0 an equivalent of 80 percentage. The release of the inner potential that exists in the human person that is rarely exploited. The discovery of one's potential and the readiness to use the potential and creativity to reach more is of great importance.

Mentorship on careers is about what gets of the student. Why the student is in school and with all available what career paths do they follow. The careers somewhat dictate on discipline as to achieve some then the student should be well disciplined and contained. This is translated by the means of 4.0 translating to 80 percentages which on average is very high. This confirms that mentorship is so critical in maintaining school order and needs strong back up. The study established that mentorship enhanced those aspects and confirms Denni and bobby (2006) who states that mentoring requires wide culture that lends active support to programmes that enhance quality achievements.

A correlation was carried out to establish the extent to which mentorship to academic excellence influences students discipline in schools.

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Table 4.44 explains the relationship that exist between mentoring students and discipline and their resultant means. It is based on linker's scale of 5 maximum

Table 4.44: Students response on relationship between mentoring and student discipline.

	N	Mean	Std. Deviation
i) Mentoring of students on academic excellence influences student discipline	1433	3.822	1.00
ii) Mentoring of students on careers influences student discipline	1433	3.571	1.06
iii) Mentoring of students on etiquette influences discipline	1433	3.834	1.03
iv) Mentoring of students on ethical living influences student discipline	1433	3.872	1.007
v) Mentoring of students on self-awareness influences student discipline	1433	4.007	.9702
vi) Mentoring of students on assertiveness influences student discipline	1433	3.741	1.005
vii) Mentoring of students on respect of diversity influences student discipline	1433	3.8	1.057
viii) Extent to which theft of students' items has been prevalent for the last three years	1433	3.957	1.127

The study finding in table 4.44 statistically indicate mentoring practices had a very great influence on self-awareness, reduction of theft of student items, improved academic excellence, etiquette, ethical living, assertiveness and respect of diversity while great influence on the careers the students will

pursue. This data mean differences correlate what's established in the sampled schools and the analysed means.

Mentorship highly influences students' academic excellence at mean of 3.8 an approximate of about 77 percentage as there are models to emulate, career choice and progression as the alumni were there to sensitize them. The discipline is upheld as there are academic targets set to be achieved and in absence of discipline they will not be met.

Self-awareness and respect of diversity are intertwined in the aspect of realisation of good discipline in schools. Mentorship enables the students to appreciate that some problems have no solutions and consequently learn to be more accountable for their actions. Mentorship in schools may be one possible solution to the perennial problem of student's unrest. These study findings clearly indicate strong link between mentorship and student discipline. This findings concur with (Malona, 2001) who postulates that mentorship encompasses psychological, spiritual and educational needs that need to be actualised to propel students to remain disciplined so to transit to tertiary level.

The study establishes that mentorship has the greatest influence with self-awareness having high degree of acceptability. It enables students want to emulate the models so much that they attain high degree levels of discipline for retention and transition to university to attain the mentors prodding.

The study findings indicate that mentorship had a great influence on the reduction of theft of student's items as the concerned mentors include teachers and selected parents. It confirms (Willet & Singer 1991) who asserts that though the process is positive, in the mentor's assistance of the student it recognises the potential for perpetuation of the existing good practices and patterns of educational outcome and elimination of unsuitable practices.

The study established that mentorship plays a key role in enhancement on respect of diversity and ethical living as the students respond rates of 76% . This is a very high mean for the two components. This study established that mentors have a sway on the thinking patterns of the students and so the teachers encourage a wide perspective in the approach as to enhance acceptability. Ethical living is allowing the best practices learned and intrinsically accepted to be allowed to flourish. It is playing right with the norms of the society and students expected to learn to do right .The study established that conforming with the basic rules of engagement is what the students prefer to be out of difficulties and punishments and accepting the mentors instructions. Mentorship creates a strong link to improve discipline in schools and this is what many institutions need to inculcate in schools.

The table 4.45 presents the perceptions the students have on the impact of mentorship on academic excellence and the resultant discipline exhibited in the sampled schools.

Table 4.45: Correlation between mentoring of students on academic excellence and discipline. (principals response)

			Mentoring of students on academic excellence
i)	Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	.036
		Sig. (2-tailed)	.724
		N	101
ii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.187
		Sig. (2-tailed)	.062
		N	101
iii)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.132
		Sig. (2-tailed)	.189
		N	100

The study finding in table 4.45 indicates that there exists statistically significant relationship between mentoring of students on academic excellence and reduction on prevalence of theft cases at 0.036. Students who are well mentored have one main characteristic of wanting to remain in school and thus will not want to be caught in the wrong and be send home. prevalence of strikes and demonstrations are at-.187 which though the relation do exist there is not so much correlation Prevalence of failure to attend duties in schools as it discourages the vice is and encourages to work and excel in academics and this can only be effective in a conducive environment.

Mentorship adds value to students' character in relation to theft of item cases, strikes and demonstrations and failure to attend classes. Key pillars in

enhancement of student discipline in schools. Students add value to themselves and the school's reputation is also improved. Those without issues of discipline are likely to post impressive quality grades

The table 4.46 explains the correlation between mentoring of students on careers and subsequent effects.

Table 4.46: Correlation between mentoring students on careers and students' discipline

			Mentoring of students on careers
i)	Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	.000
		Sig. (2-tailed)	1.00
		N	101
ii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.081
		Sig. (2-tailed)	.419
		N	101
iii)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.148
		Sig. (2-tailed)	.141
		N	100

The study finding in table 4.46 shows that there is statistical significance between mentoring of students on careers and reduction drastically of prevalence of theft of students items as do not want to be punished or excluded. This is a clear indicator that students whose focus is set will not be involved in malpractice of any form as want to remain in school and reach the set grades and career.

Prevalence of strikes and demonstrations correlates with mentorship on careers as the students will want to remain in school and complete thus will be discouraged to be involved in any malpractice as their ultimate result is not really welcome as moves towards unfavourable results which is not only expulsion but sours the relationship with teachers and ultimately parents. Failure to attend duties is a systems failure and imperative the council member in charge of routine to be keen on those not adhering and complying.

A clear indication that as mentorship was on careers, intrinsic values inculcated that were the trigger factors to make the students really want to be disciplined to achieve set targets in the academics. The study established that mentorship on careers is so critical as it forms the block from which the aspirations of the students and their future is cast on.

The study findings indicate that mentoring of students on ethical living correlated with students' discipline. Ethical living is observance of common norms, traditions and positive cultural values. The results show that there is a statistical relationship between mentoring students on ethical living, reduction of prevalence of strikes and demonstrations in schools. This results from demand for observance of basic rules and regulation in the school set up. The results shows that mentoring students on ethical living though a critical aspect has fairly led to the reduction of theft of student personal items which is a major concern as how to eliminate as remains majorly an administrative task that with firmness and tact. The findings indicate that mentorship plays a critical role in enhancing discipline of students in all their spheres.

The table 4.47 shows the correlation coefficients that exist between mentoring of students on ethical living and the subsequent effects it has on students discipline in schools. The thematic explanations follow.

Table 4.47: Correlation between mentoring of students on ethical living and students' discipline

			Mentoring of students on ethical living
i)	Theft of students' items has been prevalent for the last three years	Pearson Correlation	-.009
		Sig. (2-tailed)	.928
		N	101
ii)	Strikes and demonstrations in the last three years	Pearson Correlation	-.302[**]
		Sig. (2-tailed)	.002
		N	101
iii)	Failure to attend duties in the last three years	Pearson Correlation	-.106
		Sig. (2-tailed)	.293
		N	100

The study findings in table 4.47 indicate that mentorship on ethical living resonates   closely; it is been decent, courteous and been reasonable. Ethical living is about decency and portrayed by statistically strong correlation with prevalence of strikes and demonstrations. The more exposed to ethical living the lower the possibility of its occurrence. The study established that mentoring on ethical living improves sense of belonging and ownership that strikes become a non-issue for consideration as the training and mentorship cannot

allow involvement in any activity that can disrupt the smooth running of the school.

The failure to attend duty not highly pronounced and imperative to realise this mode of mentorship will not allow a student become complacent and ineffective but will encourage decency in their way of handling others. Theft of student's items not featuring with high levels as mentorship is about changing attitudes and discovering new approaches Griffins (1996).This really discourages students picking what is not theirs and that regard stolen items complains minimises which is a move in the positive direction.

The table 4.48 indicates the principal's responses on the relationship that exist between mentoring of students on self-awareness and discipline of students on theft, strikes and failure to attend duties.

Table 4.48: The relationship between mentoring of students on self-awareness and discipline

		Mentoring of students on self-awareness
Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	.000
	Sig. (2-tailed)	1.000
	N	101
Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.081
	Sig. (2-tailed)	.419
	N	101
Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.067
	Sig. (2-tailed)	.509
	N	100

The study finding in table 4.48 on self-awareness is discovery of oneself and the traits thereof. It is the understanding of the individual's strengths and challenges. This is the moral commitment to critical professional activism and partnership priority to untangle the characters on how people live and operate in their daily chores Sheldon (2002). The study findings indicate that Mentoring on self-awareness has weak relationship with theft cases, student's strikes and demonstrations as well as students failure to attend duties.

The discovery of self only enhances positive attributes and personal discipline. Self-awareness has the aspect of knowing themselves, aspirations of excellent institution and areas of concern and personality needs to be improved. Theft of items is a learned habit and with good mentorship it can reduce but as the

findings are the correlations are weak. This mentorship though has its swots do not really have an impact on strikes and demonstrations as that has its own triggers. Leadership is about integrated system of interdependent structures and functions harmonious and fused into a conceptual whole.

Table 4.49 presents the relationships that exist between mentoring of students on leadership and discipline. It establishes the link between the variables and the correlations established.

Table 4.49: Correlation between mentoring of students on leadership and students' discipline

			Mentoring on leadership
i)	Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.006
		Sig. (2-tailed)	.954
		N	101
ii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.166
		Sig. (2-tailed)	.097
		N	101
iii)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.265[**]
		Sig. (2-tailed)	.008
		N	100

The study finding in table 4.49 shows that mentoring of students on leadership strongly correlates with influences of students discipline in line with failure to attend to duties. Mentoring students on leadership roles enables students attend

to their duties as student leaders and the populace. They are responsible enough to allow a taint of non-compliance get to them. The study established that adherence to duties reduces the incidences of conflict between the administrators and the student leadership and so making it for easy relationship. There is little relationship in terms of theft cases as have been dealt with administratively.

The aspect of strikes and demonstrations the correlation is low or non-existent since leaders are not involved in issues of discipline and remain as the models to the rest. The leadership been the best in discipline and academic as found elsewhere in the study clearly indicates that the more a student is exposed to administrative duties the more compliant they become. The study established that mentors working with younger students are likely to be thrust into leadership roles and will be looked by students to offer advice and guidance Visser (2005).They encourage students to be public speakers and since some have natural talent for taking charge and been assertive they call attention to themselves and do not hesitate to take initiative. It makes them harness their abilities and develop self-confidence.

The study established that leadership training for peer mentors encompasses broad range to be effective on aspects of understanding qualities that make strong leaders, assertiveness and decision making, identifying personal values, working as part of a team, public speaking, managing conflict and goal setting

The table 4.50 presents the correlations in existence between mentorship on respect for diversity and discipline exhibited in their schools.

Table 4.50: Correlation between mentoring of students on respect of diversity and discipline-Principal

			Mentoring on respect of diversity
i)	Theft of students' items has been prevalent for the last three years	Pearson Correlation	.011
		Sig. (2-tailed)	.911
		N	101
ii)	Strikes and demonstrations in the last three years	Pearson Correlation	-.184
		Sig. (2-tailed)	.066
		N	101
iii)	Failure to attend duties in the last three years	Pearson Correlation	-.121
		Sig. (2-tailed)	.229
		N	100

Table 4.50 shows the study findings that there is little Pearson's statistical relationship between mentoring of students on respect to diversity and theft cases in schools, strikes in schools and failure to attend schools. This study establishes that mentoring of students on respect of diversity does minimise students discipline issues in schools. Arises that all cultures will be appreciated and do away with retrogressive practices and beliefs, respect fellow students, respect female teaching staff, and discipline been meted out by a certain gender. This enhances the concept of nationhood as captured in the national ideals and goals of education.

Diversity enhances unity of purpose making student have different approach to deal with personal issues making sure no infractions take place in school. The study findings indicate that respect for diversity has no direct link with students conduct in relation with class work but respect for people opinions.

4.9.1 Teacher's perception on principal's use of mentorship programme

The study wanted to establish the teachers perception on how principals use mentorship programme to enhance discipline in schools.

The table 4.51 shows the frequency in which teachers agreed on the presence of mentorship programmes in their respective schools.

Table 4.51: The presence of mentorship programmes in schools

Item	Frequency	Percentage
Do you have mentorship programmes in school		
Yes	99	91.7
No	9	8.3

Table 4.51 indicates the teacher perception on the principals use of mentorship programme on discipline resonates with the principals response. The teachers agreed that 91.7 percentage of the sampled schools had mentorship programme. It is only a few schools that did not have this programme and are the same schools from the teachers presentations had discipline issues in the recent past. This indicates that mentorship is crucial for schools .

Table 4.52 indicates the forms of mentorship found in schools and their impacts on the same. The forms are what the teachers in the sampled schools indicated.

Table 4.52: Forms of mentorship programmes

Item		Frequency	Percentage
i)	Attachment to senior students	1	0.9
ii)	Attachment to surrogate parents	1	0.9
iii)	Inviting prominent alumni	38	35.2
iv)	Inspirational/motivational speaker	11	10.2
v)	Mentorship on careers	57	52.8

The study findings in table 4.52 shows the main areas of mentorship involved and include academic excellence, careers, etiquette, ethical living, self-awareness, assertiveness respect of diversity. This programme enhanced those aspects and confirms Denni and Boby (2006) that mentoring requires variety thus enhancing quality. The teachers confirm that there are schools without mentorship programme and students learn on their own. They do not have models to learn from and basically they absorb what the school offers within psychological, spiritual and education realms and this is where discipline cases abound in the 8.3 percentage of the sampled schools. The teachers perception of the principals role in mentorship clearly indicate that principals are keen on discipline and careers which ultimately is the key to a calm school.

There are motivational talks and well-grounded speakers a programme to help students to understand their responsibilities as students. The mentorship are inclusive of class programmes on careers ,life goals, skills enhancement talks, giving peer mentors chance to work unlike in the students response little time allowed to them because of the crowded school schedules.

The school mentorship programme works best with collaboration by inviting alumni, former students of the school pursuing university education, the local success stories, persons and alumni. The presence of them helps students to focus on their dreams and avoid issues that may hinder their achievements. Mentoring is about closely monitoring mentee to ascertain specific milestones are attained, targets set, imparting socially desirable virtues Sheldon (2002).

The teachers perception on the effective mentorship forms indicate that mentorship on careers is of critical importance as it stands at 52.8 percentage a clear indicator that it plays a critical role in maintenance of discipline in schools . The students make sure there are no demonstrations and strikes in the schools, there is complete adherence on class attendance, ethical living is prevalent that agrees with Griffins (2006) that mentorship is about changing attitudes and discovering ideas. Careers form the bulk of the reasons why stay in school and in that regard well-articulated issues on the same will make students maintain peace and order thus greatly improving the discipline aspect.

The teachers indicate that mentoring students by inviting the school's alumni plays a great role in enhancing and maintaining discipline at 35.2 percentage. The alumni play key roles which resonates with the findings with student

leaders and principals that they carry the history of the school and their presentations on the maintenance of discipline resonates with the students. The alumni carry with them the good school it has been and how students succeeded that did not do drugs and substance abuse and the fulfilling touch Power(1984). The importance of remaining in school and concentrating in doing academics and not flouting the rules. The teachers agreed that the schools that allowed successful alumni to frequently interact with students had high discipline levees unlike the 8.3 percentage who did not want to have mentorship programme.

The teachers did indicate that motivational speakers had a role to play in enhancing discipline in the schools as formed the students and carried with them the dreams and ideals to be reached. The main themes as indicated by the teachers is of motivational speakers was the encouragement on respect of diversity, self-awareness, diligence and etiquette. The programmes were all geared to discipline in school. Pairing of students and senior students the teachers did indicate does very little in terms of discipline control a finding that correlates that of principals. This has no bearing on the level of discipline in the sampled schools as could not positively indicate any relations.

The attachment of students to surrogate parents has no impact on the improvement of school discipline as it was at paltry 0.9 percentage that has no major effect a reflection of principals and students on the same. The finding is a testimony that surrogate parents have minimal influence on the student discipline a major concern to the respective schools. The attachment to

surrogate parents has no impact on defiance to authority and sneaking out of school.

The table 5.53 gives the results of mentoring programmes as observed by the teachers in their respective schools.

Table 4.53: The impacts of discipline as a result of mentoring

Item		Frequency	Percentage
i)	How mentorship programmes help in discipline	49	45.4
ii)	Make students focused	17	15.4
iii)	Clarifies student goals	20	18.5
iv)	Helps student to appreciate responsibility	4	3.7
v)	Make student to be positively connected with teachers		
vi)	Character formation	8	16.7

The study in table 4.53 established that the teachers had perceptions on the critical role it plays in the management of school discipline and students remaining focussed leading with 45.4 percentage .Students remain fully focussed on academic achievements devoid of stealing of other students items, avoiding strikes, avoid bullying, attending to duties, avoiding missing lessons and avoiding dugs .The student focuses on school work. This particular finding correlates with the finding on the same by principals and students

The teachers expressed that mentorship made students appreciate responsibility. Students would undertake duties assigned and responsibilities assigned positively enhancing cordial relations among themselves and teachers. The students' consultations improve while class control improves.as there are fewer cases of discipline. There is dramatic drop in failure to do duties, reduction towards elimination of bullying and supervised meals and duties. This as teachers indicate greatly improves discipline.

Clarity of issues is very critical in schools and was at 15.4 percentage of the sampled schools .Teachers realised that mentorship makes students get clarity of poignant issue and fully understand impacts of both spoken and implied message. The students get clarity on why strict adherence to school routine is important and when flouted the impact it has on the whole school and preferably the overall advantage on compliance. This is a trigger to positive discipline. Clarity on schools admission rules and why there are no midcourse admissions. This will enhance understanding that it is about the school culture been protected. The students made to understand why adherence to schools uniform and the uniformity it enhances in the school. This the teachers understood and appreciated mentorship greatly influences discipline positively. Mentorship enhances character formation. The outward expression in word and deed is really moulded and this enhances the student expression with the others and relatedly on actual treatment of fellow students. The more students felt connected to their mentors the less involved they are so risky behaviours. Mentors do well to focus on building students sense of community and

integrating other aspects of character development into the regular school day. This makes ordinary school day itself the schools basic character and prevention programme. Character formation boosts academic motivation increases enjoyment of class increases liking of school, increases trust in and respect for teachers and increases the time that students spend reading.

4.9.2 Students responses on mentoring programmes in schools

The students as the core of the study had their responses on the aspects of mentoring programmes and their resultant discipline levels in their schools. the study seeks to establish the link that exists between mentored students and their level of discipline and those without the programmes and their level of discipline as well.

The table 4.53 presents the perceptions held by students on mentoring programmes and student discipline in schools. The character formation the teachers did indicate that had more positive interpersonal behaviour in classrooms, more acts of altruism out of school, stronger conflict resolution skills and greater concern for others.

Table 4.53: Correlation between mentoring on student academic excellence and discipline

			Mentoring of students on academic excellence
i)	Theft of students' items has been prevalent for the last three years	Pearson Correlation	-.069[**]
		Sig. (2-tailed)	.009
		N	1433
ii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.058[*]
		Sig. (2-tailed)	.027
		N	1433
iii)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.056[*]
		Sig. (2-tailed)	.033
		N	1433
iv)	Prevalence of defiance of authority in the last three years	Pearson Correlation	-.038
		Sig. (2-tailed)	.146
v)	Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.055[*]
		Sig. (2-tailed)	.036
		N	1433
vi)	Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.050
		Sig. (2-tailed)	.057
		N	1433
vii)	Prevalence of missing of lessons by students	Pearson Correlation	-.075[**]
		Sig. (2-tailed)	.005
		N	1433

The study in table 4.53 established that mentorship on academic excellence strongly correlates with reduction of theft of student items and the missing of lessons. The more mentorship programmes the less the prevalence. There is correlation with reduction on prevalence of strikes and demonstrations, failure to attend to duties and sneaking at p< -0.058-, 0,056,-0.055 respectively. There is less or little correlation between mentorship with failure to attend to duties and drugs with substance abuse that its application may not have impacts on the same. This indicates that mentorship had a great role in diminishing theft of student items as may not want to find themselves with discipline cases and missing lessons, mentoring students on academic excellence influences   and minimises theft in schools.

Mentorship reduces strikes in schools as student's unrest and discipline cases undermine the quality of education. Student's unrest results in destruction of property and even lives lost negatively affects academic performance of students. The study correlation confirms that there is negative relationship between student's unrest and academic performance. Schools where students went on strike showed higher variation in the mean grades compared to schools where students did not go on strike. The study established that schools that had not been involved in unrests on average had more student mentors than the schools that had unrests.

The study established that mentorship on academic excellence enhances discipline and correlates closely with class attendance and the more the mentorship the less the classes are missed and reduces students' failure to attend schools or students missing lessons. This improves on performance and more quality grades associated with the school.

The study established that mentorship on academic excellence correlates closely with decline in sneaking out of school. The reason been avoidance of suspension and related punishments that take a toll on their time out of class absentees from class is a major area of discipline concerns in schools. Reid (2006) in his study reported a positive correlation between performance and school attendance. The dysfunctional behaviour from parents lower the performance of students and established the correlation between discipline and good academic performance confirms Ovell (2001) that discipline in schools is essential for effective learning, good teacher relations and peer adjustment. A democratic form of discipline leads to a healthy class environment that in turn promotes respect for education and desire for knowledge.

However, the results show that mentorship has little relation to defiance of authority in the last three years. Defiance is an in thing and rarely learned and not associated with intelligent students. Intelligent students pursue reasoning and giving and take and because they abide by set governance conditions will not be got in the infraction.

Table 4.54 presents the correlations that exist between mentorship on careers positions and the discipline in the sampled schools and the related information.

Table 4.54: Correlation between mentoring on careers and discipline

			Mentoring of students on careers
i)	Theft of students' items has been prevalent for the last three years	Pearson Correlation	-.074[**]
		Sig. (2-tailed)	.005
		N	1433
ii)	Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.057[*]
		Sig. (2-tailed)	.032
		N	1433
iii)	Prevalence of missing of lessons by students	Pearson Correlation	-.033
		Sig. (2-tailed)	.218
		N	1433
iv)	Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.028
		Sig. (2-tailed)	.283
		N	1433
v)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.014
		Sig. (2-tailed)	.588
		N	1433
vi)	Prevalence of defiance of authority in the last three years	Pearson Correlation	-.012
		Sig. (2-tailed)	.658
		N	1433
vii)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.011
		Sig. (2-tailed)	.680
		N	1433

The results in table 4.54 indicates that mentoring of students on careers and discipline are strongly very significant with theft cases in schools at p<-0.074 and statistically significant with reduction of the prevalence of drugs and substance abuse at p<-0.057. An indication the more the practise the less the occurrence of the discipline cases. The study reveals that mentoring of students on careers is not statistically significant with prevalence of strikes and demonstrations, failure to attend duties, defiance to authority and sneaking out of school with implications that though has influence it's not so evidently statistically significant with p<-0.011, -0.014.-0.012. and -0.028 respectively.

The study established that there is strong correlation between mentorship on careers as students prepare for their prospective fields and adolescents use of drugs and education attainment remains an uphill task. The studies establish a significant association between drugs and substance abuse and educational performance that includes lower grades and poor school performance. It established that it leads to adoption of anti-convectional lifestyle resulting in a lot of discipline concerns in schools.

However, there is relatively little relationship with prevalence of missing lessons, prevalence in sneaking out of school and defiance to authority. The three aspects can be Alma gated and the most likely cause been that the students having identified their careers would desist indiscipline which concurs with Mwangi (2003) that there is correlation between school organisation where there is discipline and academic performance. Mwangi argued that a schools climate that is characterised by social rewards for good conduct and

where discipline and scholastic achievements are valued by administrators students have direct influence on student performance and discipline.

The study established that there is low correlation with student's strikes and demonstrations and this could be attributable to the fact that students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterise the aftermath of students unrest strains further the interaction. There is need to learn conflict managements as opposed to coercion and force. This could indirectly reduce the conflict. Careers are the basis of students in school and establishes that the strong link exist on preparing for careers is what makes students to be focussed and be disciplined. The mentoring is important in deterring future occurrences and bringing normalcy in schools.

The table 4.55 presents the correlations that exist between mentorship on etiquette and the discipline that prevails in the sampled schools

Table 4.55: Mentoring students on etiquette and discipline

			Mentoring of students on etiquette
i)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.119**
		Sig. (2-tailed)	.000
		N	1433
ii)	Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.118**
		Sig. (2-tailed)	.000
		N	1433
iii)	Prevalence of missing of lessons by students	Pearson Correlation	-.089**
		Sig. (2-tailed)	.001
		N	1433
iv)	Theft of students' items has been prevalent for the last three years	Pearson Correlation	-.085**
		Sig. (2-tailed)	.001
		N	1433
v)	Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.073**
		Sig. (2-tailed)	.005
		N	1433
vi)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.062*
		Sig. (2-tailed)	.019
		N	1433
vii)	Prevalence of defiance of authority in the last three years	Pearson Correlation	-.055*
		Sig. (2-tailed)	.038
		N	1433

The study findings in table 4.55 indicates that mentoring of students on etiquette statistically correlates with reduction in theft of student items, prevalence of strikes and demonstrations, sneaking out of school, drugs and substance abuse and missing of lessons at Pearson's correlation coefficients at $p<-0.085,-0.119,0.073,-0.118$ and -0.089 respectively that the more its imparted the less the prevalence. Etiquette is about basic mannerisms and conduct. The statistical findings indicate that mentoring on etiquette correlates with reduction in failure to do duties and defiance to authority represented by correlation coefficients of $p<-0.062,-0.052$ respectively. The study establishes that mentorship influences discipline in relation to minimising theft in schools realising objective and desired outcomes through establishment of trusting, mutually beneficial developmental relationships to utmost remain in school. The study established that reduction in theft resulted from the structured tasks and interventions to attain the goal oriented efforts primarily at improving academic skills and solving personal problems.

Prevalence of strikes and demonstrations correlates closely with mentoring on etiquette since no matter the goals, the best way to achieve them is allowing the development of a strong personal connection between the mentor and the student and help focus to match and support the specific outcomes. Prevalence of failure to attend duties correlates with mentorship on etiquette as mentors ensures that opportunities to practise what is expected and this bring new skills and take developmental approach to work this helps students by seeking to help when they encounter problems beyond their ability to address.

The study established that mentorship builds on opportunities for role playing and trying out the skills to convey. This could be a factor that mentorship increases discipline in schools. Prevalence of defiance of authority correlates with mentorship. The study reveals relationship between learning, discipline and cognitive skills are crucial for academic success, self-esteem, coping skills and overall resilience which makes students adhere to rules that govern the school, prevalence of sneaking out of school and Prevalence of drugs and substance. This was evidenced by p value ($p<0.05$). This study discovers that basically etiquette is so key as it resonates with adherence to common practices.

Table 4.56 presents the correlation co-efficient between mentoring students on ethical living and their state of discipline in theft of students items, strikes and demonstrations, attendance to duties, defiance of authority, sneaking out of school and missing lessons and its related information.

Table 4.56: Correlation between mentoring students on ethical living and students discipline

			Mentoring of students on ethical living
i)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	$-.136^{**}$
		Sig. (2-tailed)	.000
		N	1433
ii)	Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	$-.130^{**}$
		Sig. (2-tailed)	.000
		N	1433
iii)	Prevalence of missing of lessons by students	Pearson Correlation	$-.107^{**}$
		Sig. (2-tailed)	.000
		N	1433
iv)	Prevalence of sneaking out of school in the last three years	Pearson Correlation	$-.096^{**}$
		Sig. (2-tailed)	.000
		N	1433
v)	Prevalence of defiance of authority in the last three years	Pearson Correlation	$-.083^{**}$
		Sig. (2-tailed)	.002
		N	1433
vi)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	$-.083^{**}$
		Sig. (2-tailed)	.002
		N	1433
vii)	Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.028
		Sig. (2-tailed)	.298
		N	1433

The study findings in table 4.56 indicates that there exists statistical significance between Ethical living and students discipline that the Pearson's correlation coefficient strongly correlates with reduction of prevalence of strikes and demonstrations, failure to do duties, defiance of authority, sneaking out of school, drugs and substance abuse and missing of lessons at $p<-0.136,-0.083,-0.083 .0.096.-0.130$, and -0.107 respectively and the more practiced the less the discipline cases reported in the schools. The correlation is low with theft of students at 0.028 that though in existence the relation is low. Ethical living is about observance of norms and virtues that are anchored on the national goals of education. The key considerations been fostering nationalism, patriotism, national unity, sound moral and religious values, individual and self-fulfilment, promote good attitudes to health and environmental protection. The study shows that mentoring of students on ethical living has influence on prevalence of strikes and demonstrations as the correlation is very high an indicator that the more the values are inculcated the less the incidences of strikes. The study findings concurs with Mumo (2004) whom in her research on students unrest and indiscipline argues that discipline is considered vital for students' academic and social success A good academic qualification without a good foundation of discipline of the individual is of no use to the individual ,their families ,and the society.

The study established that there is positive correlation between discipline and academic performance showing that students who are well disciplined perform better academically. These findings similar to that of Eshiwani (1993) who

established that mentoring with frequency controls gravity of damage and long term repercussions on all parties involved on the long term goals of education and economic development. The county has continued to lose much in terms of human resource and property due to unrests in schools. The quality of education undermined as invaluable learning time is lost. It is a major drawback to the goal of poverty eradication, ignorance and disease as meagre resources goes to undo the damages.

Prevalence of defiance of authority correlates with mentoring positively. The more mentorship programmes on ethical living the lower the incidents of defiance by students. Defiance is a worrying as it evolves from simple protests and the upshot is that their disturbance negatively affects academic performance. The study established that defiance is a reaction and portrayed by rising incidences of discipline issues and unrests in schools. The views gathered by the study regarding defiance is that when cane was banned in Kenya as a means of disciplining students in schools it's when students started getting unruly. Mentorship inculcates the culture of obedience to council members, teaching and non-teaching staff and the school authority. It enhances oneness of value of intrinsic values. Prevalence of sneaking out of schools correlates with mentoring as the more the practice the lower are the incidences as indicated by -096. The study confirms that students who are after acquisition of skills, attitudes and knowledge will remain in school and not break rules governing the school. It has the cardinal rule of establishing boundaries and rules around their relationship which includes observance of school rules and

traditions. It also established that students set positive developmental relationships and some are mutually encouraging them to improve in specific behavioural concerns.

Prevalence of drugs and substance abuse correlates with mentorship on ethical living as the students understand that drugs destroy the normalcy enshrined in the common norms and basic expectations of decency. The more the mentorship the study establishes the less are the cases of the abuse in the schools. They want a life after school and with knowledge acquired they will want to stay clear of drugs as not to destroy themselves and their cherished future. The study established that students with problematic behaviours and struggle for academic success are at a risk of dropping out of school and needs a mentor a one-on –one relationship to role model.

This should dissuade infringement as he holds them accountable (Hoover 2005) encouraging them to become more involved with their education and stay in school confirming a study by(Penn ,2010) on academic mentoring in secondary schools who espouses that a variety of interventions been established to help those trapped in the abuse and academic deficiencies however social deficiency must be addressed. The study established that home circumstances for many students including lack of adult support leaves them vulnerable to cope with emotional and social situations of daily a position held by Carter (2004, Johnson, 2008).They need the inculcating the values therein espoused and will manage their issues well.

Prevalence of missing of lessons correlates strongly with mentorship on ethical considerations that the more mentorship the less the prevalence. This concurs with a study carried out by Daloz (2004) that caring and competent mentors in one –on –one setting students can be helped with such challenges and overcome adversity through mentoring. Ethical considerations are critical in propagating what's truthful been done. The study then states that once ethical considerations are put in place in students then the school will not experience any disruptive behaviours and students will attain high level discipline with consequent quality grades.

Table 4.57 represents the mentoring of students on self-awareness and their discipline of students on self-awareness and their related issues on discipline of students in the sampled schools.

Table 4.57: Correlation between mentoring on self – awareness and discipline

		Mentoring of students on self-awareness
Prevalence of missing of lessons by students	Pearson Correlation	-.123[**]
	Sig. (2-tailed)	.000
	N	1433
Prevalence of defiance of authority in the last three years	Pearson Correlation	-.102[**]
	Sig. (2-tailed)	.000
	N	1433
Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.098[**]
	Sig. (2-tailed)	.000
	N	1433
Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.096[**]
	Sig. (2-tailed)	.000
	N	1433
Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.059[*]
	Sig. (2-tailed)	.026
	N	1433
Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.053[*]
	Sig. (2-tailed)	.045
	N	1433
Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.032
	Sig. (2-tailed)	.231
	N	1433

The study finding in table 4.57 on mentoring of students on self-awareness is recognising, respecting cultural and gender differences, seeking to establish positive and trusting relationship, understanding ones strengths and weaknesses and building rapport between the student and the mentor. The data analysis establishes that there is strong Pearson correlation coefficient between self-awareness mentorship with reduction in defiance of students to authority,

sneaking from school, drugs and substance abuse, and missing lessons as p<-0.102,-0.096,-0.098,-0,123 respectively that what's established in the data reflects what on the sampled schools.

It correlates statistically with prevalence of strikes and demonstrations, attendance to duty while in low measures correlates with theft of student items Mentorship on self-awareness, the less the occurrence of strikes as enables the students to appreciate that some problems have no solutions and consequently learn to be more accountable for their actions. The aspects of accepting that there are other options available with interactions. The study findings indicate positively that mentorship enhancement services in schools may be one possible solution to the perennial problem of students unrest This confirms the study by Webster (2005) that the mentor serves to foster a caring and supportive relationship providing clear guidelines and expectations for the student while modelling and promoting self-awareness, self-confidence, management of behaviour and positive attitudes. The study established that mentoring on self-awareness is set by the mentor on the guidelines to be followed to effectively develop their individuality and self-esteem and students show statistically significant higher grade.

Mentorship on self-awareness correlates positively failure with attendance to classes. An effective behaviour management is built on choices and students should know what is expected of them in classroom and what will happen if they choose to attend or not. The study established that students learn self-discipline and responsible behaviour by been given clear consistent choices and

learn that their actions have an impact and that they themselves control the consequences. This confirms study by Crutcher (2007) that mentors need to set firm and consistent limits to their students that are fair and the consequences to be seen as outcomes of behaviours that the students have chosen.

The correlation between mentorship on self-awareness and defiance to authority is positive an indication that the more was applied the lower the occurrence of defiance. The study established that student's need mentors who help them learn how to behave appropriately as many students who are categorised as behaviour problem would not be labelled if their mentors had taught them how to behave appropriately in school and had raised their esteem. This findings confirms the study by Epstein (2001) that students are moulded to reflect the original concept that was been initiated mentors to develop the concepts they want and their students will replicate.

The correlation between mentoring on self-awareness and sneaking out of School is positive as the process skills have been used to help students with behavioural deficits to adjust. It takes a great deal of effort for a mentor to dissuade on sneaking but the more it is applied the more it reduces the prevalence of occurrence. The student fully understands themselves and won't like to be in a tricky state and so will fully remain within the confines of the school.

Drugs and substance abuse correlates with mentoring on self-awareness as the mentor has shared on the effects of drugs. Studies have established that drugs and substance abuse develops anti-social behaviours which culminate into indiscipline and criminal activity. The study established that mentors while helping students to set goals build self-esteem and how they will affect the rest of their lives, that is only practical and possible with absence of drugs abuse. This confirms study by Penn (2010) that mentors to set goals and work through success plan for conduct and academics, high expectations set and how to grow and achieve the goals. This is about talking of the future and the choices.

The study clearly declares that self-awareness which in essence is discovery of inner self manifests positive-ness and those with values tend to be pleasant in dealing with them. It enhances discipline amongst students. Awareness breeds the ideal student and student leaders whose main objective is good discipline and quality grades.

Tables 4.58 represents the correlations between the mentoring process on assertiveness and discipline in the sampled schools and the issues dealing with theft of student items, strikes and demonstrations, defiance of authority, sneaking out of school, missing lessons, drugs and substance abuses and discipline of students in sampled schools.

Table 4.58: Correlation between mentoring students on assertiveness and discipline

			Mentoring of students on assertivenes
i)	Prevalence of missing of lessons by students	Pearson Correlation	-.090**
		Sig. (2-tailed)	.001
		N	1433
ii)	Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.077**
		Sig. (2-tailed)	.003
		N	1433
iii)	Prevalence of defiance of authority in the last three years	Pearson Correlation	-.060*
		Sig. (2-tailed)	.023
		N	1433
iv)	Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.058*
		Sig. (2-tailed)	.028
		N	1433
v)	Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.029
		Sig. (2-tailed)	.277
		N	1433
vi)	Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.046
		Sig. (2-tailed)	.080
		N	1433
vii)	Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.022
		Sig. (2-tailed)	.404
		N	1433

The study in table 4.58 on mentoring of students on assertiveness is statistically strongly correlated with reduction of drugs and substance abuse and missing of lessons at $p < -0.077, -0.090$ respectively indicating the semblance of sampled schools and data analysis. It correlates with reduction of strikes and demonstrations, defiance of authority at -0.058 and -0/060. The relations with theft of students items and sneaking is not significantly established though in existence. The more assertive the students gets mentored the lower the incidents of strikes are reported in the study and teachers as mentors use assertive discipline to reduce the frequency of disruptive behaviours in school and reduce the number of students they refer to administrators and dramatically increase their students time –on task. Students feel socially connected to the others in schools that hold them to high academic standards, enhancing their motivation, increase in educational aspirations, attendance and retention and transition.

The mentorship on assertiveness correlates with failure to attend classes that the more it is practised the lower the incidence of failing to attend classes as the positive school environments engage students academically and behavioural outcomes which is class attendance for quality grades. The students enjoy the learning process, exhibit greater trust and respect of teachers, show concern for others and employ conflict solution. This is attributed to assertiveness which conforms to study by Lee (2001) that the students perception of the teachers attitude towards them that when they

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believe that their teachers care about them, see them as competent, respect their views in class and desire their success, they tend to work towards fulfilment.

The study established that assertiveness in students encourages communication and interactions with disproportionate influence on school climate. It gets more personal and fulfilling and able to walk to teachers and tell them to up their game when feeling the teacher is not fully prepared. When they get good grades, the general sense of school attachment is strong and more students emulate their leaders.

Mentorship on assertiveness positively correlates with defiance to authority a strong indicator that the more mentorship the lower is the prevalence of the vice. Studies indicate that defiance to authority is a symptom of broken school order and of wanting leadership as the principal who is the creator of vision, establisher of the agenda, communicator of the goals is not inspiring and that what causes defiance .The best principals are well organised, task oriented and well informed and this creates confidence in students who then adhere to rules of the institution. The study established that for assertiveness to succeed it needs effective principals who are good listeners, open to suggestions and those who encourage progress towards set goals. These findings affirms Epstein (1999) that to deflect defiance in schools, parents and community members should feel that their school has welcoming environment, accessible and open to their participation, recognise parents expertise and provide opportunities for their contribution. Its absence complains start cropping up

that will result in defiance. The study established that effective communication and collaboration with student leaders and parents promotes better outcomes for the students.

The study findings indicate that sneaking out of school closely correlates with mentorship on assertiveness as competent students in thought and deed observes common decorum and do not engage in issues that degrade their standing in school. Sneaking may arise when students do not feel safe in school; they are more likely to become truant, carry weapons, get distracted and experience lower achievement. Sense of safety for the entire school has both physical and emotional aspects. The students don't expect any aggressive behaviour and if the school ignores the most subtle forms of aggression they convey the message of lack of safety.

The study established that the safe community component is that sneaking is a major crime built through clear expectations for personal conduct, respect for others, conflict resolution and fair, enforceable and equally applied consequences for violations. Assertive students will walk into the president of the council in absence of a teacher and state clearly why they need to be away even on personal errands and walk through the gate with a pass instead of sneaking. It reduces uncertainties since as they sneak at night expose themselves to more dangers not excluding death on the high ways.

Drugs and substance abuse resonates with mentorship on assertiveness that focussed students never waiver from the expected norms improvement and this takes place in absence of drugs and substance abuse. Student achievements improves when academic grade and discipline is rated having positive impact on their lives. An effective behaviour management is built on choice and students meant to grasp what are the norms in the classrooms and what happens if they chose not to behave. This makes them learn self-discipline and responsible behaviours by getting clear consistent choices.

The study established that if teachers could desist from negative consequences and students come to school fully motivated to learn there will be no indiscipline in schools. This is confirmed by Kappan (1989) who states that student's need teachers who can create classroom environments in which teaching can take place as every child has a right to learn free from disruption. They also need teachers who can help them learn how to behave appropriately in school. Confidence in what they are doing is the result of developing of attributes that are in compliance with what's right. The study finds that once students get confidence in themselves, their works, their associates, then they will deliver on discipline. The study finds out that assertiveness with discipline is compliance with basic norms and expectations of the institution.

The table 4.59 establishes the correlation coefficients between mentorship of students on diversity and discipline of students

Table 4.59: Correlation between diversity and disciple

		Mentoring of students on respect of diversity
i) Prevalence of strikes and demonstrations in the last three years	Pearson Correlation	-.170**
	Sig. (2-tailed)	.000
	N	1433
ii) Prevalence of drugs and substance abuse in the last three years	Pearson Correlation	-.160**
	Sig. (2-tailed)	.000
	N	1433
iii) Prevalence of missing of lessons by students	Pearson Correlation	-.112**
	Sig. (2-tailed)	.000
	N	1433
iv) Extent to which theft of students' items has been prevalent for the last three years	Pearson Correlation	-.110**
	Sig. (2-tailed)	.000
	N	1433
v) Prevalence of failure to attend duties in the last three years	Pearson Correlation	-.096**
	Sig. (2-tailed)	.000
	N	1433
vi) Prevalence of sneaking out of school in the last three years	Pearson Correlation	-.090**
	Sig. (2-tailed)	.001
	N	1433
vii) Prevalence of defiance of authority in the last three years	Pearson Correlation	-.065*
	Sig. (2-tailed)	.014
	N	1433

The study established in table 4.59 that diversity is quality and strategies for engaging students to be accommodative of varying views, ideologies, cultural values, belief systems and religious tolerance.

 The study findings indicate that mentoring student on respect of diversity minimises theft in schools as high correlation indicates the more students are introduced to varying cultures and environments the more they will learn to respect other students properties. There are even myths about stolen goods that would really warn about dealing with stolen goods. Exposure is critical in enhancing students discipline as the students should not be forced to conform to out dated cultural practices and are encouraged to discover and be influenced to adhere to basic regulations.

Prevalence of strikes and demonstrations has had the same effect and strongly related and study finds that when students respect diversity and relations with student leaders and administrators improve, and then disruptive riots diminish. It enhances the cooperative nature and encourages them to work through disagreements. Diversity improves communication and information flow as all strive to reach consensus to enhance performance and discipline.

Class attendance and mentorship on diversity correlation clearly indicates that the more mentorship the lower are the incidences of failure to attend classes. This was established during the study that schools with structured mentorship programmes did not record class absenteeism unlike those schools that did not and had the highest prevalence. This is in conformity with a study by Ker

linger (2003) that students should know why they are in school and the cardinal rule is compliance with class attendance. He avers that rules and consequences be clearly stated and outlining benefits of working within them. Class attendance increases the chances of high quality grades making the school become competitive with resultant edge above the rest.

4.10 Principals' forms of communication and student discipline

Communication is the act of conveying intended meanings from one entity to another. It is the use of mutually understood signs and semiotic rules. It is the art and act of transferring information from one place to another.

Figure 4.5 shows the students response with schools use of baraza. In relation to the schools undertaking barazas before making major decisions, students were asked to indicate whether schools hold barazas to solicit student's views before making school decisions.
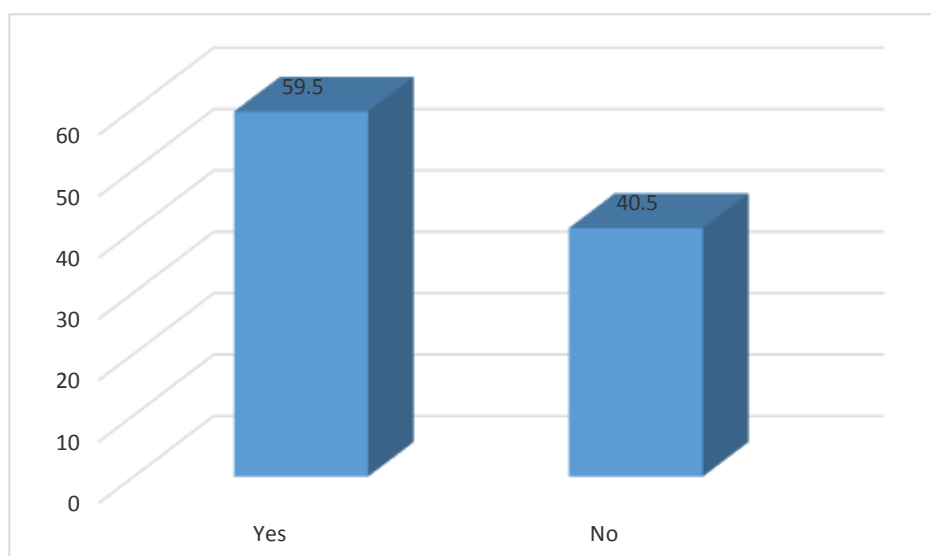
Figure 4.5 Students opinions on whether schools organize barazas

The study findings in figure 4.5 indicates that students in most of the schools reported that the schools organise students' barazas before making major decisions. This is as attested by 60 percentages. The results also shows that 40 percentage of the schools do not organise barazas but instead make decisions and pass them to students without prior consultations. The study established that the baraza system was prevalent in many schools and from it which the study established had less disturbances as majority of decisions made were collegially accepted (Waweru, 2008).

The study finding is that baraza system was a critical aspect in many schools as issues of discipline, violations and resultant punishments were agreed upon. The issues that were of great concern are fully discussed in a panel and agreed

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on. Agreed on issues are easily adopted and accepted forming parts of the culture of the school.

The study established that communication on academic guidelines and standards are important for effective schools. The communication stipulates the minimum entry marks to a given school and cushions the principal from pressure. The above issues once well addressed will enhance discipline in the school. This concurs with Astin's theory of student involvement on desirability outcomes for institutions in relation to how students change and develop in results for been involved in all schools affairs decisions. The barazas and students involvement in their organization, leadership positions correlates with retention, completion, discipline and academics.

The table 4.60 presents the impacts of baraza system in school system and the level of discipline and its main effects on theft of students' items, defiance, sneaking out of school, drugs and substance abuse, missing lessons and prevalence of strikes and demonstrations.

Table 4.60: ANOVA results on effects of baraza on discipline cases

		Sum of Squares	Df	Mean Square	F	Sig.
i) Prevalence of strikes and demonstrations in the last three years	Between Groups	22.651	1	22.651	18.372	.000
	Within Groups	1764.308	1431	1.233		
	Total	1786.959	1432			
ii) Extent to which theft of students' items has been prevalent for the last three years	Between Groups	17.935	1	17.935	14.239	.000
	Within Groups	1802.468	1431	1.260		
	Total	1820.403	1432			
iii) Prevalence of failure to attend duties in the last three years	Between Groups	4.220	1	4.220	3.509	.061
	Within Groups	1721.002	1431	1.203		
	Total	1725.221	1432			
iv) Prevalence of defiance of authority in the last three years	Between Groups	6.166	1	6.166	5.029	.025
	Within Groups	1754.578	1431	1.226		
	Total	1760.744	1432			
v) Prevalence of sneaking out of school in the last three years	Between Groups	.113	1	.113	.087	.769
	Within Groups	1867.905	1431	1.305		
	Total	1868.018	1432			
vi) Prevalence of drugs and substance abuse in the last three years	Between Groups	.150	1	.150	.109	.741
	Within Groups	1968.100	1431	1.375		
	Total	1968.250	1432			
vii) Prevalence of missing of lessons by students	Between Groups	4.307	1	4.307	3.136	.077
	Within Groups	1965.319	1431	1.373		
	Total	1969.626	1432			

The finding in table 4.60 indicates communication in baraza with students has great impact on prevalence of discipline issues amongst students. It shows great positive impacts on the wellness of the school and reduces the negative impacts it could have had on the school. The effects on reduction towards elimination of strikes and demonstrations at 0.000 which is a strongly significant.   The students established that when barazas are held with the principal and issues discussed then there are no strikes and demonstrations in school.   Where in contrally there are no barazas it came out students will demand to be listened and this results into confrontation. The barazas do away with simmering bad feelings and improves on school discipline.

Theft of students items at 0.000 also strongly significant indicates with baraza system the students discuss the sanctity of respect of other persons items. They dissuade each other from stealing other persons items and the punishments therein. This correlation of 0.000 is a clear indicator that the baraza meetings have been important and students have respected the other persons property and loss has been reduced significantly. The reduction in stealing of other persons property resonates well with both students teachers and the students.

Defiance of authority is at 0.025 that there are good progresses. It implies while in the barazas a common agreement has been setup that respect for all the office bearers is of paramount importance and any defiance to all the levels is punishable. Setting this rule has made the students respect the students leaders,

teachers, the principal as it is a pact between the principal and all the students. This correlation is established to be fairly strong.

Failure to attend to duties at 0.077 as the findings indicate that they are statistically significant that means the more clear communication channels are held the less the likelihood of the discipline issues arising. Duty attendance is an obligation of each student. In the baraza students agree with the principal on the importance of attending each one's duties and this study confirms the barazas have had positive impact on the students discipline.

The sneaking from school and drugs and substance abuse are not statistically significant. This means baraza system and its outcomes may not much influence the two main stated poor behaviors. Though these are two major discipline issues in school, they seem not as the study establishes not to have had a relationship with the baraza system. Sneaking is about failure to conform to basic school rules, introduces chain of bringing drugs to school, arson petrol is brought in school, Selling of stolen text books and this trend has perfected the many vices and challenges that confront school principals and student leaders.

The study establishes that there is a strong correlation between the baraza system and reduction in the prevalence of missing of lessons by the student. In the baraza there is an agreement that student should attend all lessons and this seemed to have worked in this study as the $P \le 0.077$ is an indicator of strong

correlation that the more discussions in barazas the less the number of lessons missed by the students. This improves discipline. In the absence of the barazas as the study finds out missing of lessons will increase.

The study establishes that there is no strong correlation between the baraza system and prevalence of drugs and substance abuse. This could be attributed to the fact that the students who abuse drugs many of them do not start at secondary level as it is an habit that started while at lower levels of education. The principal is meeting in the baraza with already hooked up students and to make them stop is an uphill task. Those who get into drugs and substance abuse rarely stop and this is the reason the relationship is so insignificant at P$\leq$ 0.74. This is a major discipline issue in many schools.

4.10.1 Principals response

The principals had response on the main challenges that face the schools. This indicates the main forms of discipline cases as they occur in the sampled schools. The communication is very critical in addressing the discipline issues that arise.

Table 4.61 represents the principals' conclusions on the discipline concerns that face them in schools as represented in the prevalence of occurrences in the sampled schools.

Table 4.61: Principal's opinion on discipline cases in schools

		N	Mean	Std. Deviation
i)	Prevalence of strikes and demonstrations in the last three years	101	2.2673	1.02850
ii)	Prevalence of failure to attend duties in the last three years	100	3.0200	.89871
iii)	Extent to which theft of students' items has been prevalent for the last three years	101	3.7921	.87541

The study establishes the discipline cases as indicated in table 4.61 that the mean differences are significant that each respondent was not by coincident but the reality on the schools sampled on the ground. The strikes and demonstrations are rare at means of 2.267 where in the linker scale out of 5 is at 2 that means are not experienced. The indication that are rare does not mean were not completely there and the ones present had great impacts as resulted in destruction of property and at times lives lost.

The study established that failure of students to attend duties was fairly common at means of 3.02 an indicator that was discipline concern to the principals. This is about empowering the student council members to be active in their respective dockets. There is need to empower the students leaders to be able control the others.

The main concern is theft of student's items at means of 3.7921 out of 5 which in linkers scale is stated as common .This was common on all sampled schools. This clearly indicates an issue that requires concerted efforts of all the parties involved of parents, students and principals for a remedy to reduce its negative impacts. The responsibility of parents and teachers to teach students how to wash their uniforms especially from certain backgrounds, parents to acquire uniforms for their children and stringent rules emanating from baraza to curb the same.

4.10.2 Teacher's perception of principals forms of communication and discipline

The study established that the teachers had their perceptions on communication done by the principal and the effects it has on the discipline of the students.

Table 4.62 shows the frequency of different forms of communication that the teachers perceive the principals use to communicate with students.

Table 4.62: Forms of communication

			N	Marginal Percentage
i)	Frequency of use of assembly announcement	Very common	98	90.7%
		Common	10	9.3%
ii)	Frequency of use of memos	Very common	37	34.3%
		Common	33	30.6%
		Fairly common	29	26.9%
		Rare	9	8.3%
iii)	Frequency of use of Student Council	Very common	53	49.1%
		Common	47	43.5%
		Fairly common	8	7.4%
iv)	Frequency of use of Class teachers	Very common	61	56.5%
		Common	32	29.6%
		Fairly common	11	10.2%
		Rare	4	3.7%
v)	Frequency of use of Barazas	Very common	25	23.1%
		Common	78	72.2%
		Fairly common	4	3.7%
		Rare	1	0.9%
	Valid		108	100.0%
	Missing		0	
	Total		108	

Table 4.62 indicates that the teachers perception on the forms of communication and the impact on discipline in respect to assembly announcements was the highest at 90.7 percentage indicating it is the most prevalent form of communication. The teachers did indicate the most of the announcements were hinged on challenge to join for common purposes, hope

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and understanding, plans underway, calling for understanding when in shortfalls, how to respond, behave, act and grow with principally within their power to choose. Teachers did indicate that this form of communication had the greatest impact on student as was for entire school and improved discipline.

Teacher's perception on the use of memos was varied and seemed not a very popular mode of communication as was very common at 34.3 percentages. It is very formal mode of communication and not highly appreciated as its top – down communication. This is a main issue of communication and designed hierarchically for monitoring and controlling duties, Teacher observed that schools depend on their communication but this does not form relationship, positive culture and climate. Teachers observed though not popular it secures sufficient information flow across the departments and students .When the principals write memos it is a positive communication experience and relates to job satisfaction and performance a position supported by Demirhan, Kula and Karagoz,(2014). The teachers observed that though not a popular mode of communication the implementation of the instructions becomes a show case for identity management.

In the study it was observed that the teachers felt principals use class teachers was at 56.5 percentage and attributed this to the art of communication .This involves listening and speaking as well as reading and writing an attribute to teachers .They observed that are able to transmit knowledge, skills, values, principals instructions and orders as well as their caring for the students

entrusted to them. They help their students achieve academic success and in the process the communication from the principal is passed on .When the communication is effective both the student and teacher benefit as it makes learning easier and thus improving discipline. Class teachers are really effective in communication that their students are able to follow their footsteps and this propels the information from the principal.

In the study it was observed that teachers valued the use of baraza and was commonly at 72.2 percentages of the sampled schools an indicator that was common form used by the principal to communicate with students. The teachers did not approve of it as was only the principal in attendance. The principals use the forum to provide clear focus in relation to excellence performance, deepen the school culture and discipline improvement, deepen trust and conditions for collective responsibility to improve student learning outcomes, enable the spread and adoption of evidence based insights, behaviours and new practices and enabled sustainable deep learning and adoption of high impact strategies that optimise student learning growth through collaborative conversations amongst school improvement leaders. This form of engagement greatly improves discipline.

In summary the study establishes that the most common mode of communication as perceived by the teachers was assembly considering two aspects of very common and common at 100 percentages followed by barazas

with 95.3 percentages. With least influence been the usage of memos and for discipline to prevail the two components to be enhanced.

Table 4.63 indicates the effectiveness of different forms of communication that the teachers perceive the principals use to communicate issues with the students. This forms clearly indicate the levels of effectiveness in each of the modes.

Table 4.63: Effectiveness of modes of communication

			N	Marginal Percentage
i)	Effectiveness of Assembly announcements as a form of communication by principals	Very Effective	55	50.9%
		Effective	42	38.9%
		Fairly Effective	10	9.3%
		Ineffective	1	0.9%
ii)	Effectiveness of memos as a form of communication by principals	Very Effective	26	24.1%
		Effective	50	46.3%
		Fairly Effective	27	25.0%
		Ineffective	5	4.6%
iii)	Effectiveness of Student Councils as a form of communication by principals	Very Effective	21	19.4%
		Effective	69	63.9%
		Fairly Effective	16	14.8%
		Ineffective	2	1.9%
iv)	Effectiveness of Class teachers as a form of communication by principals	Very Effective	55	50.9%
		Effective	44	40.7%
		Fairly Effective	9	8.3%
v)	Effectiveness of Barazas as a form of communication by principals	Very Effective	17	15.7%
		Effective	88	81.5%
		Fairly Effective	3	2.8%
Valid			108	100.0%
Missing			0	
Total			108	

The study in table 4.63 indicates that assemblies are common features of schools across the globe and features students and teachers. They are effective at variance of very effective and effective at 89.8 percentage. They are effective as they clarify school activities and programmes with clear focus on co-curricular activities. The teachers observed that it helps in development of school spirit, feeling of affiliation and unity among students. They are effective as provides good training in social behaviour and contributes to student motivation through recognition of achievement. It is effective since students taking part have a chance to work with students they may otherwise not usually choose to, opening minds and broad horizons.

Assembly provides a foundation of understanding for the community in which students understand the big picture of their learning and school life. By being in the assembly together it becomes a rallying point fostering solidarity and the school spirit. This teaches good behaviour, patience, affording new perspectives in life with the act of sitting and showing respect to the speakers. The reason could be that the assemblies are used mostly for academic pronouncements and advise for better school (Gitome,Katola & Nyabwari, 2013).

The study established that teacher's perception on effectiveness of assemblies emanates from the fact that it is a platform for them to gain experience in performance particularly public speaking. Assemblies are effective the teacher observes as encourages students to speak and share ideas, building skills in

networking. This intern builds confidence and fosters an attractive attitude the schools value in enhancing discipline with the winners mentally.

Assemblies are effective with helping students get to public speaking which helps them overcome their fears not in public speaking but difficult situations that arise on reflection appear easier to overcome. There are shared experiences and this enhances discipline .In the assembly the principal emphasizes expectations for behaviour and character. It is in the assemblies where the school shares their achievements.

In the study finding it's established that Barazas are the most effective mode of communication at 97.3 percentages a factor of great concern. It helps students get through rough times and keep on reading as knowing is an issue that affects all. Enhances students' intellectual commitment and encourages them to think about their own values and plans.

Barazas the study establishes are effective as provide for joint problem solving and shared learning in out of class meeting. This is effective with shy students who are reluctant to ask questions or challenge a teacher directly.
The study establishes the effectiveness as enhances good practice, develops reciprocity and cooperation among students. When it is for the whole school enhances collaboration, social acceptance, non-competitive and isolated ideas. Working with the whole school is so effective that it increases involvement in

learning. Sharing ones ideas and responding to other improves thinking and deepens understanding which results in improved discipline.

Good practice and gives prompt feedback both to the principal and students alike fostering discipline. The discussions have agreements and are communicated and agreed upon during the interaction. There is no post phoning of the issue under discussion. There is emphasis on time on task and this is about learning to use ones time well which is critical to students. Allocating realistic amounts of time means effective leaning for students and effective teaching in the school. This enhances discipline.

The study findings indicate that the class teacher is effective in communication based on some critical factors as they lead in professional leadership as teachers and instructors which in essence the student respects and upholds discipline. They have shared vision and goals with the students. Principals use them since the shared issues are for common good and will definitely adhere. The learning environment with concentration on teaching and learning make it possible for teachers to effectively communicate with students. The purposeful teaching and high expectations make the students be keen on what the teachers are exploring and this makes the students easily get the teachers communication. Teachers are prone to positive reinforcement while teaching and with it able to do effective mentoring process. This makes their communication very effective.

The study establishes that the principals use teachers as a form of communication since they understand the student rights and responsibilities coupled with home- school partnership and with it able to effectively communicate the instructions from the principal and this enhances discipline

The study established that the teacher's perception on the effectiveness of the use of memos as a form of communication was the least desired at 70.4 percentages. The memos though said so have advantage of presumption of privacy for the persons intended and in this is to the students and may not reach non interested persons. The message is precise and permanent for later references and this serves as a reminder of supposedly earlier agreements and forms part of the school history.

The study established that the use of memos was one-way nature of the communication and the brevity of the form and makes it difficult to communicate especially on complex matters. The formal tonnage hinders passage sensitive communication. This is not a popular mode. Students when served with memos feel less valued because of the mode of the passage. There is no real opportunity for the students to ask questions or seek clarity thus minimal communication.

The use of student councils as a form of communication established that of the sampled teachers 83.3 percentages felt it was very effective and fairly effective. The student's council are effective as the leaders are conversational with specific issues at hand and because they have participated in the passing it

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will be easily accepted by the students. The student leaders require concrete answers and it becomes effective when no abstractions are used. The information required is done effectively. The students raise a specific issue that needs to be particularly addressed and if the forum is for the principal control measures put in place that the issues are fully discussed to avoid digression. This enhances discipline.

In general the study establishes that the teacher's perception on the principals' effective form of communication is the use of baraza system followed by use of class teachers and the most disliked method is the use of memos to enhance school discipline.

Table 4.64 indicates the perceptions the teachers have on the level of clarity in the forms of communication used by the principal to the student. They form the basis of understanding the kind of instructions and information that is being passed on.

Table 4.64: Levels of clarity on information

			N	Marginal Percentage
i)	Level of clarity of assembly announcements in addressing students' concerns	Very clear	57	52.8%
		Clear	44	40.7%
		Fairly clear	6	5.6%
		Not clear	1	0.9%
ii)	Level of clarity of memos in Addressing students' concerns	Very clear	32	29.6%
		Clear	45	41.7%
		Fairly clear	30	27.8%
		Not clear	1	0.9%
iii)	Level of clarity of Student Councils in addressing students' concerns	Very clear	41	38.0%
		Clear	39	36.1%
		Fairly clear	28	25.9%
iv)	Level of clarity of Class teachers in addressing students' concerns	Very clear	59	54.6%
		Clear	38	35.2%
		Fairly clear	9	8.3%
		Not clear	2	1.9%
v)	Level of clarity of Barazas in addressing students' concerns	Very clear	31	28.7%
		Clear	72	66.7%
		Fairly clear	5	4.6%
Valid			108	100.0%
Missing			0	
Total			108	

Table 4.64 deals with the clarity that the principals' possess while addressing students issues. Clarity is about provision with explicit information. Teachers perception is clear on when principals communicate with students and the ones with greater impacts. The study established that when students assemble and interact with the principal in barazas the clarity of information is very high at 95.4 percentage. This is informed when the teachers indicate very clear and clear in their response as the level of clarity. In the barazas things get clear as freedom of expression is guaranteed and it is an open forum. Students clearly express their successes and challenges and solutions are granted. The principal is able to offer guidance on issues raised and grant requests made by the students.

School assemblies are routine made in schools on Mondays and Fridays and at times other days the principal may designate. They bring clarity on information at 93.5 percentage. In the assemblies announcements are made by student leaders, teachers and the principal. They include acts of worship, create the positive reflective ethos and promote education. The principal brings out important aspects of curriculum with the potential to nature and maintain a positive school culture that stresses interpersonal intelligence. They instil sense of unity and school spirit as students enjoy seeing their teachers in a less serious role.

The teachers indicate clarity of communication is effective when class teachers have been assigned to pass the information at 89.7 percentage. The teacher is

able to communicate, listen and give eye contact. The teachers classroom discourse and interaction that help students make their thinking visible. This enhances discipline more.

Memos and student council the teachers indicate they make the information be passed. The clarity is at 74.1 percentage and 71.3 percentage respectively and this indicates are not popular modes of communication and may not have substantive impact with the student discipline.

Table 4.65 represents the means of student leader's perception of recurrence of discipline issues. This is about the average occurrence of the stated discipline cases in the sampled schools. It ranges between 1-5 with the highest indicating most occurrence and the lowest little or no occurrence.

Table 4.65: Student opinion on prevalence of discipline cases in schools

		N	Mean
i)	Theft of students' items has been prevalent for the last three years	1433	3.9574
ii)	Prevalence of strikes and demonstrations in the last three years	1433	2.1424
iii)	Prevalence of failure to attend duties in the last three years	1433	3.0635
iv)	Prevalence of defiance of authority in the last three years	1433	2.7739
v)	Prevalence of sneaking out of school in the last three years	1433	2.5659
vi)	Prevalence of drugs and substance abuse in the last three years	1433	2.5003
vii)	Prevalence of missing of lessons by students	1433	2.5939

Table 4.65 shows that student leaders faced challenge on manning the student discipline affairs. Theft of student items was the most common form of discipline case experienced in the sampled schools was 79 percentage which translates to only 21 percentage schools out of schools sampled student's items were safe. A worrying scenario as students will be afraid to lose their properties the names and reputation of the school is at stake. The student leaders to focus on the perpetrators of the vice, to eliminate the prevalence and establish a more punitive measure as deterrence. The schools systems needs to be such that theft of items be made a flight mode punishment and passed by the baraza that stealing will result in exclusion and as stated in ethos of the school. The remedy is for parents to acquire uniforms for the students to reduce the vice. In the cases of not knowing how to clean their clothes the induction day

and processes to train the new students. The punishment to be in the ethos of the school when they report to school and be as severe as exclusion.

The student leaders concur with the principals on the occurrence of strikes and demonstrations and study reveals that 42 percentages of the sampled schools had experienced the same and the resultant effects. The effects and traumas involved give a worrying trend. If such a percentage is involved in strikes it gives a picture of county in strikes and chaos. The study established that the number of peer counsellors for schools that did not go on strike was more with most schools having up to six and lowest four per class and a fully functional peer counsellors teams. This may explain the reasons which such schools rarely went on strikes and demonstrations. Peer counsellors helps students by increasing their self-awareness, helps in emotional growth and maturity, empowers them to articulate their issues as there is more understanding of the problems .The students are empowered as they explore alternative solutions to their problems and mentorship on assertiveness comes into play as will confidently face the principal and explain the shortcoming, Students riots at times turn tragic and thus with this 42 percentage of schools the probability of turning tragic becomes a reality. The remedy is involvement in decision making for ownership and compliance. The school to highly improve on peer counsellors by motivating them.

Failure to attend to duties is a reality in many schools. Self-discipline and drive are issues of duty attendance as a matter of student personal responsibility. The study establishes that 60 percentage of schools students not doing their duties and this resonates high level of discipline. Duties and menu, class control are among those duties that lie directly under students council and so need to be empowered, trained, exposed to be able function and take their duties keenly. Student leaders feel that the punishments may not be punitive or painful enough to warrant the stoppage of these discipline issue. The leaders are required to become assertive enough and execute their mandate fully. The student leaders to be assertive enough to make sure there is compliance. The principals to allow fairness in the assumption to leadership of students for the leaders authority to be respected.

The defiance to authority is the ultimate sign of refusing to be led and governed. Students while in schools abide by rules, be obedient and respectful to authorities and contravening there are consequences. The student leaders need to change tact and confront this state of affairs as 55 percentage of sampled schools clearly indicate that more than half of schools in Machakos County have defiance cases .Student defiance begins with class secretary, dorm secretary, dining hall and lastly to the president. A school with order needs to stop that particular student at the onset lest will not be responsible. When a principal of a school is defied by a student he loses his moral authority to govern and this is a recipe of a disaster. The percentage means many principals in schools their power has waned and this is the reason for high discipline cases

in Machakos County. There is abdication of duty. Defiance of authority resonates with non-recognition and in such a case schools fibre is broken. The school leadership to clearly pronounce during induction in to the school culture how grievous it is on defiance. Teachers to clearly communicate that orders is the key in the school.

The study established that the sampled schools in the county 51 percentage had their students sneaking from schools. Reports indicate that when students sneak there are several issues that may come out it:-

- Sneaking introduces chain of bringing drugs to school

- Arson petrol is brought in school by sneaking students

- Selling of stolen text books is perpetuated by sneaking students

- The study reveals that this trend has perfected the many vices and challenges that confront school principals and student leaders.

The study reveals that out of the sampled schools the prevalence of drugs and substance abuse is very high. Smoking cigars and bhang, the ejections of heroin and relatedness, alcohol consumption is a vice that has hit schools. The 51 percentage prevalence has come with its challenges and this makes it so difficult to fully address this menace.

- Some parents do not have issues of alcohol consumption as they serve their own children while home with meals.

- The media both print and electronic depict alcohol consumption heroic.

- Readily available drugs both in the schools and the community

- Peer pressure and craving to belong and be associated.

This puts the principals at crossroads and student leaders in difficult situation as people know what right and the community is passing. The chain also gets tricky as the perpetrators become security concerns to the student leaders. The remedy been that mentorship in all stated aspects to be encouraged and students will easily get out of the vice. It is about encouraging to get out of the trap and dissuading involvement.

The study reveals that the prevalence of missing lessons is still there at 52 percentage of sampled schools. Missing lessons implies that the person is not keen on the issue why in school. Griffin (1994) avers that class attendance is the prime mover of schools discipline and any student missing classes do not belong to the learning institution. Class attendance should not be compromised or allowed a space in any school as it will become the nursery of defiance, beginning of the loss of focus to quality grades, the loss of the pride and status of the school and eventual breakage of the established order in the school. The remedy is clear communication on all aspects and demand compliance. This is effectively done during school barazas, assemblies and use of class teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five consists the summary of the study, conclusions arrived at, recommendations and the suggestions for further research.

5.2 Summary of the study

The purpose of the study investigates the influence of principal's participatory management practices on discipline of students in secondary schools in Machakos County, Kenya. The following were the objectives of the study ; to determine the extent to which involvement of students by the principal in decision making ,the extent to which students perception of principals fairness in management of student leadership assumption of office influence discipline , principals induction of students into school culture and discipline , principals motivation of peer counsellors and student discipline, student mentorship and discipline principals forms of communication and student discipline. The system theory from general system theory by Ludngvan Bartalanffy was adopted.

Chapter two dealt with literature review on participatory management practices. The summary of the reviewed literature, theoretical framework and conceptual framework.

Descriptive survey design was used. The target population consisted of 354 principals of secondary schools and 4602 student leaders. To collect data the questionnaires for the principals ,teachers interview guide and students were used.

The statement of the problem is a fact that discipline cases among secondary school students seemingly are on the rise in Machakos County despite that for so many years the government has put mechanisms and policies with intentions to improve management and reduce incidences of disruptive behaviours. Machakos county has had so many unrests that the performance has deteriorated.

Chapter three dealt with research design target population was 354 schools sample consisted of 118 schools that were sampled using stratified sampling techniques ,research instruments were questionnaires ,instrument validation was by pilot study and concurrence with supervisors , instrument reliability by use of split-half technique on one and the same group and correlated, data collection procedures of seeking of permits and permissions to effect , data analysis techniques and ethical considerations.

The sample size using stratified and purposive sampling, a sample of 118 secondary schools principals, 108 teachers and 1433 student leaders was obtained , entered into computer using SPSS. Descriptive statistics was used to analyse quantitative data. Pearson product moment correlation coefficient was used to establish the strength of the both the independent and dependent variables which are inclusive of involvement in decision making ,management of assumption to leadership, motivation of peer counsellors, students induction to school culture ,mentorship programmes, principals communication and dependent variables that include   orderly management of time ,limited incidents of unrest ,high mean score in KCSE, self-driven students and no bullying in schools, whether the observed relationships is significant or not. The significant level was set at p=.0.05 used to determine the significance of the management practices and discipline in schools in Machakos county, Kenya. The extent to which involvement of students by the principal in decision making influences their discipline in schools in Machakos County

The extent to which involvement of students by the principal in decision making influence their discipline

The study established that students participated in decision making with making school rules, class coordination meetings and advocates for decision making by consensus and student leaders participation for compliance. The study established that there are areas where students cannot be involved in matters concerning teacher recruitment and discipline.

The study established that the principals do not involve students leaders in major decision making only the tokenistic issues of clubs and societies, duty rota, clubs and societies, games and sports, entertainment and school activities.

Major issues the students are side-lined such as in school menu which is the highest contributor to strikes in the county as affirmed during the research students are not involved at 53 percentage of sampled schools. Study established that 67 percentage of students are not involved on purchase of school bus and thus do not own it and found that it is easier to destroy it or allow it damaged by others. Student leaders are not involved in the designing prep hours that are to increase contact hours.

The study established that students are not involved with infrastructural development at 74 percentage of sampled schools and the lack of involvement in this aesthetic additives will make students riot as do not own the process

The study established that students are involved in coordination of class activities and this translates to there will be order .This could be reason that social order and authority envisioned in American schools is lacking in Machakos schools resulting in disruptive behaviours witnessed in the county.

The study established that 40 percentage of principals do not involve students in decision making processes in Barazas as they practice top-down communication .They do not consult the students , do not agree on rules and the consequences. The Baraza is collaborative decision making and a clear channels of communication in the school set up where opinions are expressed

freely and mistrust curtailed .This study shows that the level of participation in barazas had gone up to 60 percentage compared with Karanja&Bowen (2012) at 44 percentage. The main concern is that the students felt that they were not been involved in decision making and this builds into discontent.

The principals need to embrace participatory governance and allow students in all decision making processes for acceptance and compliance that failure to accommodate students is a recipe for resistance. The student leaders need to be included in the process of deciding and designing school rules ,deciding on menu , duty rota , school bus the design and model, infrastructural developments , decision on prep hours and memberships to clubs and societies. This enhances inclusivity, ownership of the process and complete acceptance to the outcomes and seals loop hole for complain

The study findings indicate failure to attend duties an issue of concern to the principals as out of the sampled schools 60.4 percentage indicated that the students had incessant cases of failing to do their duties a reflection of a problem in the schools. The principals need to create punitive and efficient control of the students.

The study found out that the level of stealing student's items was at worrying levels at 76% -79% of the sampled schools. These findings indicate that principals are concerned with the happenings in their schools since this is too high. The principals to apply situational theory to minimise this high occurrence as confirmed by Alderian theory who emphasizes the understanding

of students with maladaptive behaviours and helping same students to alter their behaviours by finding ways to get their needs met.

The study established that prevalence of defiance to authority is major issue of concern at 51 percentage of sampled schools a clear indicator of dysfunctional school administration. Student leaders may have let go their responsibility of student control.

The findings clearly indicate that for discipline to improve in schools principals need to accept to include the students in all decision making processes in school for compliance and acceptance.

Perception of principals fairness in management of student leadership assumption influencing discipline

The study established that principals and teachers consider academic, discipline, co-curricular and popularity as factors into leadership positions and student leaders were of the same. It advocates certain level that charismatic leaders to be considered. The study proposes Paradigm shift on the qualities to consider when vetting the leaders. A new narrative to be considered so that those seen with discipline cases to be allowed in leadership to change the attitude of the others.

The study espouses progressive environments to influence progressive practices on dealing with student aspirations and needs. The study establishes that there exists schools that do not allow election of leaders and are still in prefectural system and consequently with close analysis have the highest prevalence of strikes in the county. This particular finding and the consequent happenings needs to make principals and school managers change attitude. Student leaders play a critical role in empowering fellow students as they set directions by building a shared vision, fostering the acceptance of group goals, creating high performance expectations and communicating the direction. The study establishes that Student leaders offers intellectual stimulation and modelling appropriate values and practices. They align students to have collaborative cultures, restructure school systems for productive relationships as well as improving instructional programmes by influencing the nature and quality of instructions in classrooms.

The study established that well managed student polls enhance discipline and order in the school as is characterised by concerted negotiations and compromises between the various groups and if mismanaged then discontent forms. This was evidenced in some of the schools sampled that mismanaged student polls had strikes. The schools that had fair and free elections did not experience disruptive occurrences unlike the others where prefectural system and imposed leaders. Students in well managed polls own the process ,respect the chosen council and adhere to their directions. The recent occurrence of student leaders bullying fellow students is about forceful imposition of leaders

and rejection by students body thus use of violence for acceptance. The schools with imposed leaders by rigging elections or picking them the study establishes all had a strike in the last three years. Well managed leadership assumption creates respect among students and their leaders and greatly improves school discipline. On the contrally unfair assumption of students in schools causes discontent which eventually lead to breakdown of discipline in the school.

Influence of principals motivation of peer counsellors on student discipline

Counselling is important discipline strategy as it's a joint process in which a person seeking help, support or advise shares their challenges with either a trained teacher counsellor or an almost age mate facing similar issues and both parties are willing to journey together. The study establishes that Peer education concept is rapidly gaining momentum in the county and is among the wide diversity of changing counselling practices that educational system has adapted. This aim to develop individuals' intellectual, social, physical and spiritual capabilities. Participation in counselling has resulted in reduction of inappropriate behaviours.

The study established that principals with peer counsellors had approval rates of them at 72 percentage on improved transition rates while reduction in drugs and substance abuse approval rates of 71 percentage. The study established that students perception of peer counsellors in approval rates on improving class quality grades was 73 percentage, positive personality at 76 percentage and

was correlating strongly. Peer counselling is preferred by students as its effective, issue of confidentiality, trust and open sharing.

The findings of the study established that between 79-82 percentage of students, teachers and principals confirmed the presence of peer counsellors in the sampled schools a function of enhanced discipline. It established that peer counsellors have substantial impact on student's educational and personal developments as it's a factor that encourages students sobriety, honesty, discipline and humbleness.

The study established that peer counsellors play key role on retention and transition. They encourage fellow students to obey the set rules and work hard to join tertiary institutions and in the process order and compliance is effected in the schools resulting in peace and harmony in school The study finds that trained peer counsellors had strong influence as they established skilled and disciplined use of relationship that develop self-knowledge, emotional acceptance and growth, confidentiality and openness. This is what principals should grasp that training peer counsellors is additive to the school in the long run and brings sanity and peace.

The study established some schools do not give peer counsellors sufficient time to interact with other students' .This negates the essence of their presence and attributed to the congested school routine and principals who think peer counsellors are too young to help each other. The lack of time to interact with students reduces their impacts. The study findings indicate that schools who do

not value peer counsellors are the ones who have had destructive activities for the last three years. This is attested in the 20 percentage of sampled schools with no peer counsellors all of them had experienced disruptive activities in the last three years whilst 17 schools with slightly ineffective programmes faced same challenge.

The study established peer counsellors presence improves student's personality, quality grades and diminishes negative peer pressure and substance abuse. The percentage on the agreements on their pivotal role as in the reduction of student discipline cases is at 87 percentage reducing unrest at 90 percentage transition levels 69 percentage, drugs and substance abuse at 71 percentage .Clear indication that had principals fully trained, inducted and motivated them the levels of strikes would be lower.

The study findings indicate that students prefer peer counsellors to teacher counsellors on account of confidentiality. Teachers like sharing students issues and thus the little shared instead of it remaining confidential it is in the public domain. Peer counselling improves transition, retention, reduction in drugs and substance abuse enhances academics thus quality grades, and improves on positive personality. All this improves discipline in schools.

Influence of principals induction of student into schools culture on discipline

First friendship the student establishes in school determines their initial behaviour pattern and become task and discipline oriented. Induction helps to avoid formation of resentment and frustration. Study about compliance on morals, norms and cultural expectations as pairing new students with disciplined old students the study established makes the students become loyal, cooperative and decent in their deeds improving discipline.

Induction of students was effective with the invitation of guest speakers with approval between 78-83 percentage. This is an indicator that their wide range of information were able to improve the discipline. It plays a key role in reduction of schools strikes and disruptive behaviours at Pearson's correlation coefficient at $p=-.062$ which is significantly high, reduction in theft of students items, attendance to duties improved, defiance reduced, sneaking reduced drastically while missing lessons done away .This finding so significant that principals need to invest resources in it to improve on the schools discipline

Successful alumni play a great role of establishing firm foundations for the new students. The influence of the order generation on the growing population indicates that the road already travelled and won encourages the students retain discipline. Strikes and disruptive behaviours had reduced in occurrences. sneaking out of schools, drugs and substance abuse had reduced in prevalence.

The discipline of the school improves and on the contrally the absence of induction discipline cases increase.

The study established that formal orientation plays a role in setting out the expectations, norms and respected traditions of the schools. The study established that pairing of students with surrogate parents do not produce high discipline return as the respondents prefer students to parents. This is clear that surrogate parents play no role in dissemination of information on moulding of students as established in the study as no respondent indicated that surrogate parents had roles in their discipline.

The study indicate that the students appreciate giving new student documents on discipline of the school on reduction on prevalence of defiance of authority, sneaking out of school, drugs and substance abuse and missing of lessons. The incidences had drastically reduced in schools that had formal orientation.

The formal orientation had little influence on theft of students items as it stood at 0.004 ,prevalence of strikes at-0.008, attendance to duty 0.016 and so were not significantly related unlike the correlation between giving new students documents and defiance at p=--0.-082 , prevalence of drugs and substance abuse at-0.074 which indicates there is statistically significant correlations.

Guest speakers greatly reduce discipline cases occurrences as the Pearson's correlation statistically indicate theft of students items at-.063, demonstrations and strikes at-.073 ,failure to do duties at -,072 defiance to authority at -088 , sneaking-.088 a clear indication they can turn around a school.

Formal orientation has more impact in instilling values to students than informal practices as it works effectively .It has a permanent mark and sticks in the mind becoming point of reference. When from the onset the students know the expected mannerisms and conduct. Formal orientation leads to lower incidence of failure to attend classes due to internal controls established reduces sneaking , defiance of authority at Pearson's correlation coefficient of .053.

To establish the extent to which principals use of student mentorship influence students discipline

Mentorship of students is about helping the students cope with isolation, anger and frustrations and takes place between persons with experiences and have outcome the challenges. It serves psychological, spiritual, professional, economic and educational needs.

The study findings established that mentorship on academic excellence as the key aspect on students and discipline. Schools had great reduction in theft of students items that had correlation value p= -0.085, strikes and demonstrations= -0.119, drugs and substance abuse, on etiquette at p= -0.118

which clearly implies that there is a correlation that is significant enough attributed to student preference to remain in school and so would prefer use their items. The finding on Academic excellence, mentorship influenced reduction of strikes and demonstrations as students want to remain in and attain quality grades and in the process will solve simmering issues to avoid strikes . The study established that the craving for good grades reduced the issues of failure to attend to duties and sneaking from the school as the students main concern is to remain and get class instructions.

Mentorship on careers the study established that students kept away from drugs and substance abuse. The study established that this improves on ethical considerations as would not want to contravene basic ethical issues and be out of school. It enhances the retention of other students as are mentored to respect other students items with no stealing and this drastically improves student discipline in school. Career paths acts as a deterrent on students to get involved in discipline matters. Performance goals and scholastic achievements are valued for discipline to prevail.

The study established that mentorship on ethical issues had impacts and strong correlation exist in regard to reduction of strikes as the students exposed to decency, prefer diplomacy and consensus than destructive activities. The correlation coefficient at p value -.136. Observance of duties is indicator of focussed student and the study establishes that ethical mentorship had made students attend to their duties to avoid been featured negatively. Defiance to

authority is depicted as a dysfunctional school system and the study establishes that this had gone down as the students want to remain in school.it correlates at p -.083 a very high relationship. Sneaking from school has drastically dropped on this aspect of mentorship at p -.096 and indicator of a critical and close relationship which schools should rightfully encourage.

The study established that mentorship on self-awareness reduces the prevalence of strikes and demonstrations and had less turbulence. The failure to attend to duties and defiance of authority, incidents of drugs and substance abuse has reduced as well as missing lessons. This proves that counselling is preventive approach to student discipline cases and improves the level of discipline.

Mentorship on etiquette improves discipline as it reduces theft of students items, reduces prevalence of strikes and demonstrations improves lesson attendance, reduces drugs and substance abuse. These are key findings of the study.

Principal's form of communication and students discipline

The study findings established that Communication is very key on the aspects of discipline There are three key pillars in communication and the respective finding. The frequency of communication determines the mode of communication. The study established that school assemblies was the commonly used mode of passing the information to students at 90.7

percentage. This finding clearly indicate many principals would comfortably use this and because the frequency is able to establish the school culture, maintain the traditions and culture of the school and in the process improve discipline. Student baraza is another method frequently used to pass information at 72 percentage and this entails the informal meeting that the study establishes is commonly used. In the study class teachers play a key role as are with the students on daily basis and can easily communicate principals concerns as well as pass students grievances. This enhances discipline. The least frequently forms of communication is the use of student councils and memos

Communication is about effectiveness of the passed on message. The study establishes that the most effective methods are the use of school baraza at 97.3 percentage which indicates improved discipline. School assemblies are effective in passing information at 89.8 percentage. Memos and student council play still a key role as the memos are permanent fixtures and can be referred to

The study establishes that communication clarity is a key component to adherence of instructions given. The information has highest clarity when given in student baraza. The principal is able to explain himself to the satisfaction of the students and issues raised are promptly answered. The students are able seek clarifications on issues they want sorted out. This enhances discipline.

5.3 Conclusions

The study established that students discipline in secondary schools in Machakos county depends on the participatory management practices and the attendant results The study conclusively concluded that;

1. The principals do not involve student leaders in the main decision making process but only in tokenistic ways. They only involve them in simple tasks like making school rules though important is a replica of other rules ,duty rota ,games and sports ,clubs and societies and class activities. In many occasions the issues that have been assigned are not contentious and at no time are they cause of strikes and demonstrations in the schools in the county. The study established that students are not involved in deciding of school menu which the study established was the key cause of the unrests in the county. They are not involved in purchase of school bus, infrastructure developments which are budgetary considerations and bring tensions in school. The continued occurrence of strikes and discipline issues in schools is because principals do not want to cede ground and allow participatory management practices.

2. The study established that schools have improved on the concept of allowing students elect their own leaders and subjecting them into vetting process. The considerations are inclusive of academic abilities ,discipline, participation in co-curricular activities but avoids student magnetic personality and popularity which is not inclusive enough The study established that when power students are side-lined will cause havoc as

they have ardent supporters and believers in their ideologies .The student leaders have sufficient tasks with them but more to include them in the core of the school management and allow all eligible students take leadership positions. The study establishes that magnetic personality students though not a core consideration need to be included for persuasion purpose and be turned to embrace concession aspects.

3. The study established that peer counsellors do an excellent work in the schools where the practice is given support by the teachers and administrators. The main challenges are emanating from the teacher counsellors who look at them as competitors not their complimentary. The strained school routine that does not allow for interaction and create time for close supervision on the progress of the students under counselling processes. The schools with peer counsellors has increased transition, reduction of prevalence of drugs and substance abuse, reduction of discipline cases behaviour in class and improved positive personality among the students. This improves the discipline and for those schools without peer counsellors there is high level of discipline cases. Schools should be encouraging their presence, training and support.

4. The study established that school culture defines the students, the school, the reputation, mannerisms and performance. Formal induction sets the rules, norms, expectations, behaviour patterns, the goals and objectives and the set school agendas. The study established that pairing of new students to older ones is not significantly related. It established that formal

orientation, giving documents on school ethos, guest speakers who inculcate long lasting impressions on the students, introducing them to successful alumni of the school for inspiration give guiding principle to stay in the school. This impacts positively and the student discipline improves.

5. The study established that Mentorship builds confidence, established that on academic excellence, it reduces theft of students items at p -0.069, reduced prevalence of strikes at-0.058 and prevalence of failing to do duties. On the ethical living it reduced strikes but not much with theft and attendant to duties. Leadership mentorship significantly reduces prevalence of failure to attend duties, respect for diversity the students need strong mentorship and the schools that had the programme had a comfortable sailings unlike those who did not who have continued to experience theft of student items, strikes and demonstrations, failure to attend duties, defiance of authority, prevalence of sneaking out of school, existence of drugs and substance abuse and prevalence of missing of lessons. It's a programme that schools should encourage set up and full support. The study finds mentorship the key and the most useful interms of upholding discipline in the schools.

6. The study establishes that frequent, effective and clear communication critical in upholding school discipline. The study establishes that in a school set up student baraza is the most critical avenue of student communication. The class teachers, school assemblies, student council and

memos play a key role in communication that enhances understanding and discipline in schools.

5.4 Recommendations

The Teachers Service Commission reduce gender disparity between the male and female principals to bridge the gap and raise it upto 45 percentage as the study established that lady principals are more accommodative and communicative and this could reduce the incidences of discipline cases in the secondary schools. The length of service as a principal determines stability of the school under service and Teachers Service Commission needs to establish strong grounds before a principal is transferred as findings indicates that the schools where participatory management practices are were practised and a new principal is posted who does not support it are more prone to strikes.

The Ministry of Education policy on principals in secondary schools as their agents need to involve students in decision making. This improves their own powers as its working with the students not for them which makes student leaders accepts the process outcomes. The students should be in decision making organs both instructional and budgetary processes as this enhances transparency and accountability. The student leader to be a full member of the Board of Management with full access to all decisions for the other students acceptance. This will reduce the incidences of arson, student suspensions, property destruction and cases of drugs and substance abuse. The national and county quality and standards officers should be designed by MOEST to

bolstering their assessment capabilities to adequately report accurately on true causes of discipline cases in schools and particularly in Machakos County and give out specific remedies to work out on how to reduce the prevalence.

The County Education Directors ascertain that participatory governance is practised in the schools. This on election of student leaders and do away with prefectorial system. The officers to make regular assessments on the progress made and areas they need to be trained to offer better advisory counsel. The principals of secondary schools to be in- serviced on the merits of participative governance and allow student leaders have a role on the daily management of school affairs that are fully inclusive. This to enhance acceptance and compliance.

The deputy principals to include student leaders in disciplinary proceedings on students and in the presence of parents and guardians. This originates from the feeling that it is their chosen leaders presiding over discipline case facing them. This creates sense of justice as the students will take judgements passed has been fair and just as their peers participated in the passage. This gives the student leaders a sense of ownership of the verdict given to the students and the students populace will appreciate the proceedings.

The Guidance and Counselling department to empower peer counsellors in training with requisite skills for dealing with student matters. Give adequate time and support and encourage the students to see them as they may not share

intricate matters due to confidentiality. They are to treat them as partners not competitors in assisting students overcome their challenges. Peer counsellors roles need to be enhanced in all schools as the study findings indicated as their involvement enhances transition and retention, reduces drugs and substance use, reduces negative peer pressure, improves quality grades, reduces indiscipline behaviour in classes and improves positive personality among students. The Board of Management to facilitate in funding for the training and equipping the peer counsellors with skills and knowledge to execute their mandates. To fund on the availing of guest speakers to students to encourage and challenge them to be achievers. The Board of Management should insist on their constitution and meet them frequently as are the life line of schools.

Students elections to be free and fair for the students to accept the results and respect their leader . Extraneous conditions to be included such as students magnetic personality and charisma to get inspirational leadership and a breeding ground for national leadership. No student with discipline cases should be allowed to vie as the council president for the post to acquire prestige. The government should ascertain that Student leaders are inducted and due to its sensitivity the MOEST should devise a system of encouraging the formation of county bodies to specifically carry out induction of the chosen leaders in clusters of sub counties or the lower units. This will enhance the training and its impacts. The present scenario is national conference for a few students for three days and the sub county a day and this is grossly insufficient and will not make much impacts.

Students mentorship programmes in schools in the county be mandatory. Study established that it enhances respect for diversity amongst students and teachers, improves academic excellence, improves career choices, ethical considerations, self-awareness, improves on leadership traits, learning on etiquette, assertiveness and diversity. The principals should make a regular practice and introduce mentorship programmes since if this was in the study it's an indicator the discipline turn round will be within reach. Induction to be enhanced as the role of guest speakers and the alumni enhance the competitiveness among the students, principals to make it more less a routine for guest speakers to address students on varying current challenges facing the students. The successful alumni will motivate and encourage the students do well and in the process discipline issues such as defiance to authority, sneaking from school, drugs and substance abuse missing lessons will be forgotten. This should be made mandatory in all schools in the county.

Kenya Education Management Institute to enhance their training manuals to include participatory practices and inclusivity as a factor of discipline enhancement in schools. This will make principals and teachers appreciate the new concept as will be in their training manual. The principals, deputies and HoD will appreciate new thinking and approach and subsequently will improve on discipline in the schools.

There should be policy guidelines from the C.U.E. that the universities and colleges offering teaching as a career should include in the curriculum units dealing with effective governance. These should include aspects as governance, delegation, supervision and discipline control aspects. This will be inculcated in the teaching from training, employment and deployment to administrative position and this will enhance compliance.

There ministry of education should introduce a policy that those schools that will go on strike and upon investigation discover that there is no participative governance the damages incurred be surcharged on the principal. Discipline issues that abound in Kenya and Machakos county can be reduced and the impacts on the national government resources used in repairs and medication of injured students diverted to profitable ventures as the money parents pay for damages. In schools the principals could espouse a simple paradigm shift and accept participatory management practice and fully involve students in all managerial procedures for compliance and acceptance.

The study has established for a school to have adequate discipline there are several things that have to be done by both board of management and the principals :-

1. Students need to be involved in decision as a strategy of discipline management and compliance. It is clear from the study if they are involved schools are stable.

2. Students elections that are held periodically paradigm shift is critical that even those seem to be disciplined can be given a chance into leadership positions as this changes their approach to school life.

3. Mentorship should be enhanced for discipline to prevail in school and especially on academics, assertiveness and ethical considerations.

5.5 Suggestions on further studies

A study on student's perception on alternative methods of curbing student discipline concerns should be carried out in Machakos County to establish if there is any better option than participatory practices.

A study on the influence of principal participatory management practices on discipline of students in secondary schools to be carried out in other counties to affirm participatory management practices is the panacea for peace and discipline in schools and for comparative purposes.

A comparative study should be carried out on teacher's role in the discipline cases of students on their supervisory roles.

A comparative study on the perception of teachers on the ban of corporal punishment and discipline cases of students in secondary schools.

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APPENDICES:

APPENDIX I: INTRODUCTORY LETTER

UNIVERSITY OF NAIROBI

P.O BOX 30197 – 00100

NAIROBI

16th March 2015

Dear Sir/Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH IN YOUR SCHOOL

I am a Doctoral Student from University of Nairobi undertaking a study on **Influence of Participatory Management Practices on Discipline of Students in Secondary Schools in Machakos County**. The purpose of this letter is to request for your participation in this research. Your identity will be kept strictly confidential and feel free to express your sentiments regarding any issues in the questionnaire. The information is for academic purposes only. Please do not write your name anywhere on the questionnaire. Thanking you in advance for your co-operation.

Yours faithfully,

Patrick M. Wambua

APPENDIX II: PRINCIPALS QUESTIONNAIRES

Section A: Demographic Information

1. Please indicate your age bracket from the ones listed below.

 Below 30 years ( ) 30 -39 years ( )   40 - 49 years ( )   50 and above   ( )

2. What is your gender? Male (   )   Female(   )

3. Please indicate your highest academic qualification.

 Diploma (   )   B.Ed (   ) PGDE   (   )   M.Ed. (   )

4. How many years have you been a head teacher? _____years

5. How many years have you served as a head teacher in the current station?

_____

6. Please indicate your school type: Boys Boarding ( ) Girls Boarding ( )

   Mixed Day & Boarding ( ) Mixed Boarding ( ) Mixed Day School ( )

7. Indicate whether this school has experienced discipline cases of in the last three years?.

Discipline cases	Very common	Common	Fairly common	Rare	Never
Arson					
Student bullying					
Property destruction					
Cases of drug and substance abuse					

Section B: Involvement in Discussion Making

8. Do you allow your student leaders to be a part of decision making in school? Yes ( ) No ( )

9. In which areas are your students leaders involve in decision making?

   i) Making schools rules Yes ( ) No ( ) ii) Making duty rotas Yes ( ) No ( )

   iii) School menu Yes ( ) No ( ) (iv) School infrastructure Yes ( ) No ( )

   v) Society and club Yes ( ) No ( ) vi) Games and sports Yes ( ) No ( )

   vii) Coordination of class activities Yes ( ) No ( )

10. Please indicate whether your student leaders are involved in:

Area of involvement	Yes	No
i) Making school rules		
ii) Deciding on menu		
iii) Making duty rota		
iv) Deciding on purchase of school bus		
v) Deciding on school infrastructure development		
vi) Deciding on students' entertainment schedules		
vii) Deciding on the number of prep hours		
viii) Decision on membership to clubs and societies		

Section C: Fairness on Assumption of Leadership and control of discipline

11. To what extent do you take the following criteria into consideration in vetting for student leaders?

Criteria	Very large extent	Large extent	Fairly large extent	Little extent	Not at all
i) Students' popularity					
ii) Magnetic personality					
iii) Students' discipline					
iv) Students' academic ability					
v) Good at co-curricular activities					

12. How would you rate performance of student leaders in the following

Criteria	Very high	High	Fairly high	Low	Needs improvement
Decision making on student welfare					
Co-ordination of class related affairs					
Co-ordination of games and sports					

Section D: Peer Counselling and Discipline

13. Are there peer counsellors in your school Yes (   )   No (   )

14. Please indicate your level of agreement with the following statement

Item	Strongly agree	Undecided	Disagree	Strongly disagree
i) Consulting peer counsellors has helped us reduce incidences of student unrest				
ii) The school administration accords peer counsellors recognition and support				
iii) The use of peer counsellors has drastically reduced incidences of student discipline cases in this school				
iv) Students are generally immature and cannot be expected to help fellow students on social issues				

15. How would you rate the effectiveness of the peer counsellors on the measure of discipline on the following

Criteria	Very high	High	Fairly high	Low	Needs improvement
Improvement in transition levels in school					
Reduction of drugs and substance abuse					

Induction practices and students' discipline

16. Please indicate the extent to which use of the following student socialization practices affects student discipline:

Practice	Very large extent	Large extent	Fairly large extent	Little extent	Not at all
i) Having a formal orientation programme that spells out expectations of students					
ii) Pairing new students with older students					
iii) Giving new students documents on school ethos					
iv) Attachment of students to surrogate parent-teachers					
v) Inviting guest speakers to sensitize on careers					

Mentoring practices and student discipline

17. Please indicate the possible influence of the cited mentoring practices on discipline:

Area of mentorship	Very great influence	Great influence	Fairly great influence	Little influence	No influence
Academic excellence					
Careers					
Ethical living					
Self-awareness					
Leadership					
Respect of diversity					

18. Please indicate how common the following forms of student discipline cases have been in your school in the past three years:

Discipline cases	Very common	Common	Fairly common	Rare	Never
Theft of students' items					
Strikes and demonstrations					
Failure to attend duties					

19. How would you rate discipline in your school in the last three years

Level of discipline	Very High	High	Fairly high	Low	Needs improvement
Orderly students					
Attendance to classes					
Neatly dressed and in full uniform					
Obedience					
Polite when addressed by teachers					
Warm relationships					
Participation in class					

APPENDIX III: STUDENTS' LEADERS QUESTIONNAIRE

Section A: Involvement in Discussion Making

1. In a scale of 1 – 5 please indicate your involvement in decision making in the following activities.

Criteria	Very high	High	Fairly high	Low	Needs improvement
Games					
Welfare					
Academics					
Coordination of class activities					

2. Does the school undertake barazas before making major decision and announcements Yes ( )　No ( )

Section B: Fairness on Assumption of Leadership

3. Are there criteria used in your school to select student leaders Yes ( ) No ()

4. In vetting for students' elections, to what extent are the following criteria used as basis of clearance?

Criteria	Very large extent	Large extent	Fairly large extent	Little extent	Not used at all
Popularity / acceptability					
Personality /good character					
Academic progress					
Discipline					

5. Were you inducted as a student leader   Yes ( )   No ( )

   If yes, who carried out the induction course?

 (i)   Principal   ( )

 (ii)   Deputy Principal ( )

(iii)   Teachers ( )

(iv)   Guidance and counselling ()

 (v)   Resource person( )

(vi)   Others (specify)

6. How would you rate performance of fellow student leaders in the following

Criteria	Very high	High	Fairly high	Low	Needs improvement
Decision making on student welfare					
Co-ordination of games and sports					
Co-ordination academic related activities					

Section C: Peer Counselling and Discipline

7. Are there peer counsellors in your school   Yes ( )   No ( )

8. Please indicate your level of agreement with the following statement on

    levels of discipline in regard to peer counsellors

Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Teachers always encourage students to see peer counselor					
Teachers do not prepare enough time for students to consult with peer counsellors'					
Teachers allocate peer counsellors enough time to attend to students					
Teachers discourage students from seeing peer counsellors					

9. How would you rate as a student leader the effectiveness of the peer

counselling on discipline in the following areas

Criteria	Very high	High	Fairly high	Low	Needs improvement
Improvement in transition levels in school					
Reduction of drugs and substance abuse					
Reduction of negative peer pressure					
Improvement in class quality grades					
Reduction in discipline behaviour in the classes					
Improved positive personality among students					

Section D: Orientation and Discipline

10. Which areas are you responsible for on the other students?

Criteria	Very high	High	Fairly high	Low	Needs improvement
Punctuality					
Punishments					
Drugs and substance abuse					

11. As a student leader indicate the extent to which use of the following student

orientation practices affects student discipline:

Practice	Very large extent	Large extent	Fairly large extent	Little extent	Not at all
i) Having a formal orientation programme that spells out expectations of students					
ii) Pairing new students with older students					
iii) Giving new students documents on school ethos					
iv) Attachment of students to surrogate parent-teachers					
v) Inviting guest speakers to sensitize on careers					
vi) Allowing students to meet successful alumni					

12. Mentoring practices and student discipline

Area of mentorship	Very great influence	Great influence	Fairly great influence	Little influence	No influence
Academic excellence					
Careers					
Ethical living					
Etiquette					
Self-awareness					
Leadership					
Assertiveness					
Respect of diversity					

13. As a student leader indicate how common the following forms of student

discipline cases are in your school in the past three years:

Discipline cases	Very common	Common	Fairly common	Rare	Never
Theft of students' items					
Strikes and demonstrations					
Failure to attend duties					
Defying authority					
Sneaking out of school					
Drugs and substances					
Missing lessons					

APPENDIX IV: TEACHERS INTERVIEW GUIDE

Principals' involvement of students in decision

1) Please indicate whether your school involves students in decision making on matters of management

2) Indicate the areas that the school management involves you in decision making on management of your school

       i)…………………………………………………………………

       ii)……………………………………………………………….

       iii)…………………………………………………………………

       iv)…………………………………………………………………….

       v)……………………………………………………………………

3) How satisfied are you with students involvement in decision making?

4) Which areas of management are students not currently involved in decision making but you would wish they be involved?

       i) …………………………………………………………………

       ii) ………………………………………………………………….

       iii) ………………………………………………………………….

5) Why would you wish students to be involved in the suggested areas of management in Number 4?

i)…………………………………………………………………

ii)………………………………………………………………..

iii)…………………………………………………………………

iv)…………………………………………………………………

v)……………………………………………………………………

Teachers' perception of their principals' fairness in management of student leadership assumption

6) In your opinion, is your school fair in which they manage the process of students' assumption into leadership?

7) In what areas would consider the school management fair in the way they manage the process of students' assumption of leadership?

i) ……………………………………………………………..

ii) ……………………………………………………………….

iii) ……………………………………………………………….

iv) …………………………………………………………………

v) …………………………………………………………

8) Are there areas that you would consider the school management unfair in the way they manage the process of students' assumption of leadership? If so, please list them

   i) ………………………………………………………………..

   ii) ……………………………………………………………….

   iii) ……………………………………………………………….

   iv) …………………………………………………………………

   v) ……………………………………………………………

Principals' motivation of peer counsellors

9)

   a) Please indicate whether your school has peer counsellors

   b) Please indicate the criteria used for appointment of peer counsellors?

      i) ………………………………………………………..

      ii) ……………………………………………………….

      iii) ……………………………………………………….

      iv) …………………………………………………………………

c) How does the school management motivate peer counsellors?

d) In your opinion, do peer counsellors help in management of discipline?

Principals' induction of students into schools culture

10)

a) Please indicate whether your school has a method of inducting new students into the school culture

b) If your school has a way of inducting new students into the school culture, what ways are used?

i) …………………………………………………………..

ii) ………………………………………………………….

iii) ………………………………………………………….

iv) …………………………………………………………

v) ……………………………………………………

c) In your opinion, how does induction of new students into the school culture help in discipline management?

i) ………………………………………………………….

ii) ………………………………………………………….

iii) ………………………………………………………….

iv) …………………………………………………………

v) …………………………………………………

Principals use of student mentorship programmes

11)

a) Please indicate whether your school conducts mentorship programmes for students.

b) If your school has student mentorship programmes, please list the different forms of programmes conducted

i) …………………………………………………………..

ii) ………………………………………………………….

iii) ………………………………………………………….

iv) …………………………………………………………

v) …………………………………………………………

c) In your opinion, how do students mentorship programmes help in discipline management?

i) ………………………………………………………

ii) ………………………………………………………

iii) ………………………………………………………

Principals' forms of communication

12)

    a) By use of a tick (√), please indicate the most common forms of communication used by your principal

Form of communication	Very common	Common	Fairly common	Rare
i) Assembly announcements				
ii) Memos posted on notice boards				
iii) Use student councils				
iv) Use of class teachers				
v) Use of barazas				

b) How effective are the following forms of communication in student discipline management?

Form of communication	Very effective	Effective	Fairly effective	Ineffective
i) Assembly announcements				
ii) Memos posted on notice boards				
iii) Use student councils				
iv) Use of class teachers				
v) Use of barazas				

c) Please rate the following forms of communication in terms of their clarity and responsiveness to students' concerns:

	Clarity of the form of communication			
Form of communication	Very clear	Clear	Fairly clear	Not clear
Assembly announcements				
Memos				
Through student councils				
Use of class teachers				
Use of barazas				

APPENDIX V: **RESEARCH AUTHORIZATION NACOST**I

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

15th October, 2015

NACOSTI/P/15/11702/8256

Patrick Mule Wambua
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of Principals' participatory management practices on discipline of students in secondary schools in Machakos County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **15th October, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

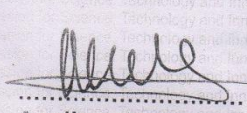National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MR. PATRICK MULE WAMBUA
of UNIVERSITY OF NAIROBI, 0-92
KIKUYU, has been permitted to conduct
research in *Machakos County*

Permit No : NACOSTI/P/15/11702/8256
Date Of Issue : 15th October, 2015
Fee Recieved : Ksh 2000

on the topic: *INFLUENCE OF
PRINCIPALS' PARTICIPATORY
MANAGEMENT PRACTICES ON
DISCIPLINE OF STUDENTS IN
SECONDARY SCHOOLS IN MACHAKOS
COUNTY, KENYA*

for the period ending:
15th October, 2016
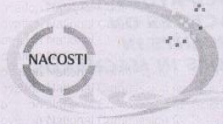
Applicant's
Signature

for Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6872

CONDITIONS: see back page

APPENDIX VII: RESEARCH AUTHORIZATION (MOEST, MACHAKOS COUNTY)

MINISTRY OF EDUCATION, SCIENCE &TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "**SCHOOLING**" Machakos
Telephone: Machakos (
Fax: Machakos
Email –cdemachakos@yahoo.com
When replying please quote

OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,

19TH October, 2015

Mr. Patrick Mule Wambua
University of Nairobi
P.O BOX 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

In reference to a letter Ref: **NACOSTI/P/15/11702/8256** dated **15th October, 2015** from the National Commission for Science, Technology and Innovation regarding the above subject, you are hereby authorized to carry out research on, "**Influence of Principals' participatory management practices on discipline of students in secondary schools in Machakos County, Kenya**" for a period ending **15th October, 2016**.

Chacha C. Mwita
County Director of Education

APPENDIX VIII: MACHAKOS COUNTY MAP

Yatta

Matuu

Kangundo

Kagundo-Tala

Mwala

Kathiani

Masii

Mavoko

Machakos

Machakos

N

Density people per Km

111   160   224   290

Urban Centres with more than 2000 people