SCHOOL ENVIRONMENT FACTORS INFLUENCING STUDENTS' DISCPLINE IN SECONDARY SCHOOLS IN GUCHA SOUTH SUB-COUNTY, KISII COUNTY

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DECLARATION

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

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DEDICATION

This work is dedicated to my beloved late father Teacher Williamson Basweti Onderi and my beloved children Vincent, Scolar, Beverlyne, Kevin, Joseph Tonny, Christine and Samwel not forgetting my two grand-children Dalia and Heyden.

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LIST OF ABBREVIATIONS AND ACROYNMS

HLM	Hierarchical Linear Modelling
KEMI	Kenya Educational Management Institute
KNA	Kenya National Assembly
MOEST	Ministry of Science and Technology
NACOSTI	National Council of Science and Technology Innovation
SPPS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water, Sanitation and Hygiene Practices

ABSTRACT

The purpose of the study was to examine school environment factors influencing students' discipline in secondary schools in Gucha south sub county Kisii County. The study objectives were to determine how school location influence students' discipline in secondary schools in Gucha south sub county; to establish how the state of school physical facilities influence students discipline in secondary schools; to assess how student involvement in school administration influence students' discipline and to determine the extent to which levels of hygiene in secondary schools influence students discipline in secondary schools. This study engaged a descriptive survey research design. The target population of the study consisted of all the50 secondary schools in the sub county. For the purpose of this study the sample size was taken from all the 50 secondary schools comprising of 15 deputy principals and 325 form three students translating to 30% of the target population. The study used a questionnaire and an interview guide to gather primary data. Data analysis SPSS version 22.0 and Microsoft excels to yield quantitative information through tabulations frequencies and percentages. Tables were used to present responses and ease comparisons. Qualitative data was presented in narrative statements based on the related thematic areas and the research outcomes given in text form. The study concludes that the school environment still remains a challenge in relation to matters of student discipline. Many of the schools do not provide conducive environments for the students to operate in. The school physical facilities need to be considered a long side other requirements to ensure that students have conducive facilities to use. School administrations have a challenge of ensuring that the student captains are involved fully on matters concerning them as is the requirement of the Ministry of Education .The study also commends that levels of hygiene in schools should be to the required standards to avoid unnecessary student ailments. Principals need to ultimately follow the policies set by the Ministry of Education on matters concerning students discipline management. School disciplinary committees need to allow the student captains to attend so as to have a better forum of airing their views as concerns their discipline. Students need to be consulted before effecting change especially on matters affecting them. Principals need to ultimately follow to the policies set by the Ministry of Education on matters concerning students discipline management.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Discipline is a contemporary issue which is fast becoming a trend to schools all over the world. The teaching learning environment in which students learn influences their behaviour. Students have a set of actions that are required of their conduct while in school. Being in the stage of moral development, students are characterized by self-assertion and have often been seen going against different institutional set rules and regulations which they are expected to keep and uphold (Njoku, 2000).

According to Gross (2010), an environment is an important aspect in determining the character and behaviour of students and disputes that a kid is not naturally brilliant, indolent or unlawful but the surroundings makes him to be so (Lahey, 2004). Garage (2007) did a study in Botswana and found that discipline problems in schools showed out in various ways that included bullying, vandalism, alcoholism, substance misuse, absence and reluctance to do schoolwork. Wright and Keeley (2003), stated that in many cases, there has been a significant increase in staff turnover rates in schools which experienced discipline problems. Increased staff turnover leads to understaffing in the affected schools thus making it difficult for the administration to discharge its duties effectively especially on matters related to students' discipline. It is true that for any educational institution to successfully achieve its goals, the school administration must effectively discharge its duties and the students must strictly adhere to the various behaviour patterns necessary for optimum

performance (Okumbe, 1998). Rumberger ((2001) found that in addition to the family and peer, the school community can influence the students' discipline and even withdrawal from school.

The location of a school refers to both the physical and geographical locations. Gottfredson (2011), found a relationship between the location of a school and the school crime. Schools are embedded within communities and in many ways reflect what is in those communities. The state board of Education (2000) observed that school size both in terms of student population and size of the school compound has a considerable impact on both students' achievement and discipline.

A research that was done in US by the General Accounting Office GAO, revealed that three out of four of the prevailing US schools in 1996 were build back in 1970. Of these schools, one-third required general renovation or replacement and that in every three schools, two of them had at least one scanty buildings. In Kenya, it is evident that many secondary schools fall victims of poor buildings that were built long back yet they lack repair and proper maintenance. Some schools operate in not completed buildings which may be hazardous to the learners. Such buildings may not be healthy for the learners to use as some of them may lack doors and even windows. This means therefore that students have to learn under poor unhealthy conditions that may at times lead to annoyance and protests.

In Nigeria, student involvement in matters of school management was known as democratization of the administration machinery of schools. In this case, students were given the opportunity to elect their own leaders

who would represent them in decision making on matters affecting them. In Kenya however, each public secondary school has its own unique way of. According to Kiprop (2012), most school administrators tend to think that they are superior in their administrative duties and that the students are inferior and have nothing to say or contribute to matters concerning students' discipline. According to Koli (2005), prefect system is one of the most effective ways of involving students directly in the administration of a school where students are delegated certain duties connected to day life in school. It is rather important that the school administration involves students through their captains in the school administration especially on matters affecting them while in school. Yaroson (2006), reported that unrealistic school rules and regulations also breed indiscipline. School administrators need to ensure that the school rules and regulations set for the students are easy to understand and keep.

Schools are meant to create change and help learners to develop life skills on health and hygiene. Management of environment is very vital in any community. Waste in schools if not well managed may lead to the production of various toxic gases that can lead to various health problems .This may eventually lead to a high rate of student absenteeism which in extreme cases may lead to truancy. Ngwokabuenui (2015), explored student discipline problems in secondary schools in Cameroon and noted that in developing nations, discipline problems has been a major and continuous administrative problem among secondary school learners.

Denga (1999), observed that discipline anomalies such as theft, non-attendance to school, sensual offence, damage and being deceitful are among other damaging practices. The ratio of school dropout in most municipal and countryside areas of Cameroon is on the upsurge. These students develop and exhibit unexpected behaviour and may never realize their abilities. Students who are not disciplined in most cases become failures in their academics. There is uproar from Cameroon educationalists and parents about the growing percentage of students' discipline problems in secondary schools. This reflection worries the attention of the patriotic Cameroon given that children are well-thought-out as the future leaders of any nation.

Reid (2006), lamented that incidences of drug and drug associated misconducts in many parts of Britain are on the rise and are therefore described as no go zone. Reid further noted that in Chicago, New York Washington and Detroit, student vehemence and truancy in secondary school is rife. School founded burglaries, sabotage, pressure and disrespect to staff have been some of the major deviant behaviours portrayed by students in most schools in Kenya. Asiyai (2005), reported that schools with unfavourable environmental conditions breed indiscipline. In West African countries, in one incident two students of Shama Senior High School in Ghana were found watching pornographic materials which they downloaded on their phones. Consequently the two students were given a detention with hard labour on March (Kwajo 2011).

In Uganda however, students of Blessed Sacrament Kimanya Secondary School in Masaka district were barred for misconducts which involved, betting, smouldering marijuana and sneaking out of school to go to disco halls Bindhe (2012). This can be attributed to the social activities carried out in the community surrounding the school and whether the school is well fenced with a perimeter wall to enable close monitoring of the students while in school. In Kabale in Uganda, Brainstorm High School disqualified many students after crashes amongst the students and teachers over-night roll calls (Kushaba 2012). Student discipline in Kenya is equally a problem. Ngotho (2011), carried out a study and found that discipline problems are manifested in many forms which include drug and substance abuse, truancy, bullying, cheating in exam, school riots and fires among others. In Kenya many of these deviant behaviours have been manifested by students in most schools that experience discipline problems.

In Kenya, Nkinyangi (1980), calls these rampant cases of students' discipline litany of ills students' disturbance. This was because in that year, there was at least one reported strike each day somewhere in the school system. This has also been the case in the past few years in Kenya. Nkinyangi cited the following a few examples. Lari secondary school in Kiambu Sub-County where students set their school a blaze and stoned anyone in sight causing damage of school property estimated at Ksh.150 000. In Mary Leaky Girls' secondary school the students burnt down the

school library and several classrooms which led to an estimated loss of more than 3.5 million shillings.

MOEST 2000 identified the various forms in which students manifest discipline problems. These include truancy, prolonged non-attendance, insolence and contempt, use of improper verbal communication of displeasure, drug and substance abuse, nonconformity to school rules and regulations, damage of property, oppression and rejects, demonstrations, assaults and crude behaviour such as rape and arson. In Kenya, the rampant student riots and destruction of school property has been a menace for years and there seem to be no signs of it being abate.

According to the reports by MOEST 2008 on students' discipline in secondary school in Kisii County, many schools have shown discipline problems in various perspectives which range from student riots to school fires. It was on this account that the Department Committee of Education Research on the inquiry on student conflicts and assaults in secondary school, Kenya National Assembly, KNA, was established in 2008 to find out what had caused many students to behave in the way that they did by burning residences with their own belongings and colleague students.

However, in the year 2016, the County witnessed a series of strikes and riots in secondary schools which were more fierce and destructive than ever before. Over 120 schools were reported having been set ablaze by aggressive students in the country 18 of which were from Kisii County. Scanty studies have been carried out to determine the interplay between

the school environment and students' discipline. This study was geared towards unveiling school environmental factors that may influence students' discipline in secondary schools so as to find possible approaches and strategies to improve discipline.

1.2 Statement of the Problem

Discipline is a basic ingredient that plays an important role in the school system. It helps to uphold the moral values of the students. Students discipline problems makes it difficult for the school administrators to effectively perform their duties and it prevents effective teaching and learning processes. Aguba (2009) found that discipline is desirable in producing a kind of well-educated adolescences who will cultivate not only esteem for themselves but also for others in the community. Discipline difficulties have become rampart not only in Gucha South Sub-county but also countrywide. In the year 2016 for example, taking an example of schools set on fire, the country experienced over one hundred and twenty secondary schools being set on fire by aggressive students. In spite of the government efforts to instil discipline in our schools through the Ministry of Education Science and Technology, MOEST, and through instituting strategies such as involving students in school administration, ensuring that schools provide a child friendly environment and even training school administrators through workshops such as KEMI, discipline problems still persistently remain in our schools.

In Gucha South Sub-county, emerging students' discipline issues are many and have become of great concern. Several studies have been carried out to investigate discipline in secondary schools in Kenya in relation to academic

performance. However, there was paucity of research on the school environmental factors influencing students' discipline not only in South Gucha Sub-county but also in Kenya. Discipline problems have been on the increase and it is on this basis that this study sought to establish the influence of the school environment on students' discipline in secondary schools in South Gucha Sub-county and find possible ways in which student discipline can be restored in schools.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of school environmental factors on students' discipline in secondary schools in Gucha South Sub-county, Kisii County.

1.4 Research Objectives

i) To determine how school location influence students' discipline in secondary schools in Gucha South Sub-county.

ii) To establish how the state of physical facilities influence students' discipline in secondary schools.

iii) To assess how student involvement in school administration influence students' discipline.

iv) To determine the extent to which levels of hygiene in schools influence students' discipline in secondary schools

1.5 Research Questions

To help realize the objectives, the following research questions were addressed;

i) How does the school location influence students' discipline in secondary schools in Gucha South Sub-county?

ii) In which way does the state of school physical facilities influence students' discipline in secondary schools in Gucha South Sub-county?

iii) To what extent does student involvement in administration influence students' discipline in secondary schools in Gucha South sub-county?

iv) In which way does the level of school hygiene influence students' discipline in secondary schools in Gucha South Sub-county?

1.6 Significance of the Study

The research findings may be used by the Education Ministry and policy makers to come up with improved school environmental policies that may lead to improved school environments for the learners to operate in. This may help to reduce discipline problems in schools that has for long been a menace in the education sector leading to mass destruction of government properties at school level. In this case, funds that have often been allocated for the reconstruction of school buildings set on fire by students and other destructions can be used for other more useful purposes such as improving the staffing sector in schools that will lead to improved learning for the students. The Ministry may initiate the training of school administrators on matters concerning provision of healthy school environment which can be done by integrating healthy school environmental programs as a course of study during workshops such as KEMI. This may help the school administrators to come up with more strategies on improving discipline in schools. Improved discipline may ease the administrative tasks among secondary school administrators thus

creating time for other more useful activities within the administrative duties. The findings may enable teachers to understand why students may at times act out and handle them in a more understanding manner guiding and helping them to be responsible citizens.

1.7 Limitations of the Study

Limitations are constraints or drawbacks both theoretical and practical that the researcher has minimal control over (Orodho 2003). The questionnaire design being a structured instrument might not have allowed flexibility to the respondents with respect to responses format hence causing inability to probe responses. To overcome this limitation, the researcher allowed frequent space for comments.

1.8 Delimitations of the study

Delimitations are the boundaries of the study in terms of content and geographical spread (Kosomo 2007). This research was delimited to investigating the school environmental factors influencing students' discipline in secondary schools in Gucha South sub-county. The respondents might have being biased as they were commenting on schools in which they were direct stakeholders. The study was done out in one sub-county and this could not give a clear picture of what is happening in all the sub-counties hence can only be used with caution

1.9 Basic Assumptions of the Study

i) The study assumed that discipline problems in various magnitudes exist in all secondary schools.

ii) The study also assumed that both the teachers and students were able to offer reliable information freely and without any influence.

1.10 Definition of Significant Terms

Discipline refers to the control of someone or one's own emotions and actions for the development of desirable attitudes in accordance to acceptable norms.

School Environment refers to the aggregate of surrounding conditions that include the social and cultural forces that shape the life of a person or population

School Location refers to the community in which the school is located, such as a hamlet, settlement, or countryside area.

School Physical Facilities refers to all material resources that are needed to impart formal knowledge

Secondary School refers to formal institutions of learning with classes ranging from form one to form four

Students refers to learners from form one to form four in secondary schools

1.11 Organization of the Study

This study was organized into five chapters. The first chapter comprises of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two consists of the literature review in the subsequent sub-headings, concept of students' discipline, the location of the school, the state of physical facilities, student involvement in school

administration and the level of school hygiene and their influence on students' discipline. The theoretical and conceptual frameworks are also deliberated in this chapter.

Chapter three brings about the research methodology under the following sub-headings, research design, study location, study population, the sample size and sampling procedures, instruments for data collection, data collection procedures, validity of the research instruments, reliability of the research instruments, data analysis techniques and the ethical considerations. Chapter four captures the data analysis, presentations and discussions. Lastly chapter five gives a summary of the study, conclusions, and recommendations for the study and finally recommendation for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature to various environmental factors that influence students 'discipline in secondary schools. The areas explored in this review include; location of schools, state of school physical facilities, student involvement in school administration and level of school hygiene and their influence on students' discipline.

2.2 The Concept of Student Discipline

According to Mbiti (2007), the term discipline refers to the moral capacity or disposition ingrained in human beings. It is therefore an important aspect of the human being. There is need therefore to look into factors that influence the formation of certain behaviours and attitudes so as to be able to effectively inculcate discipline in students by establishing how best these factors can be improved. Barasa (2007) defines discipline as a learning process which entails a readiness to put forth all the determinations necessary to achieve a selected objective. In a school environment the term discipline may just mean obeying rules and regulations. Most schools have set up rules and a reward /punishment scheme to monitor the students' behaviour.

2.3 School Location and Students' Discipline

Thornberg (2007) maintained that appropriate and desirable behaviour among students are socially constructed within a complex pattern of interactions. Thornberg further found that learners who come from permissive communities will always manifest indiscipline and that schools reflect the problems in the community in which it is located. Increased drug abuse, crime

and theft in societies help to explain discipline problems in schools surrounded by such communities. Schools that are surrounded by communities involved in bad social activities such as alcohol brewing, drug trafficking and dance clubs are likely to influence students' behaviour negatively. Mcloyd (1998) found that those children who live in low socio-economic environments and homes are likely to lack many basic needs. Mcloyd also suggested that those poor environments can be causes of poor scores and this may lead to mass school drop outs. Kaufman (2000) and Vigil (2003) examined that violence is seen more in areas of low social economic status environments than in the high economic status environments. Children who come from low-economic families are likely to be malnourished and fall sick frequently hence causing chronic absenteeism from school (Guo & Harris).

2.4 State of Physical Facilities and Students' Discipline in Schools

Hallack (1990) acknowledged physical facilities as a major influence contributing to educational attainment in the school system and demanded that their worth, suitability and sufficiency contribute to the students' general performance in a school system. Hallack further found that extremes of poor physical facilities have negative effects on students' discipline and that improving them has significant benefits. Ajayi and Ayodele (2001) emphasized that quality and availability of physical facilities contribute to effectiveness of the school system. Okunola (1998) said that well located school structures with appealing settings and a good play area contribute to a general good performance in the school which will always enhance positive discipline.

Omotoso (1991) found that most physical facilities like classroom, laboratories, exam halls, student furniture when in a terrible state and despair contribute to poor performance. Poor performance will always manifest indiscipline. In the study Omotoso found that in most schools, the windows were out of use thereby causing hazards to the lives of the learners while florescent tubes were out of place. Most of the existing physical facilities were in a dilapidated state while some lacked repair and maintenance or were not functioning at all. Poor performance will always lead to discipline problems among students.

Cohn et al (1980), explained that poor and worn out school physical facilities can lead to several discipline problems among learners. The state of the physical facilities such as broken and un-lockable lockers and drawers may influence students towards theft. Un-lockable doors and windows to both dormitories and classrooms may also cause theft. Broken beds, tables and chairs can lead to annoyance among students hence causing disruptive actions. To prevent sexual violence and assault especially in mixed schools, the toilets should be lockable and well-labelled for boys and girls.

2.5 Students Involvement in School Administration and Student' Discipline

American countries seek to maintain social order in schools by teaching their students lessons on leadership, authority and the need to be responsible people (Koli 2005). Koli further noted that there are some students in schools who enjoy a more active and influential role in the authority system than others. Student bodies in American high schools are officially sponsored

agencies who take decisions and ensures that the decisions are carried out. Kibaka (2005), noted that students should be given an opportunity to participate in the administrative tasks of a school such as; electing student council, supervising manual work, taking student roll calls, making announcements in assemblies, deciding on the school menu and code of dressing, and even counselling other students.

Students' council can be used to formulate the school rules and regulations and discuss with the teachers on matters affecting them. Sushila (2010), also noted that students should be involved in decision making at various levels in school as these decisions will eventually affect them in latent and manifest ways. Past MOEST task forces and social media reports reveal that the student council is at times a cause of students' discipline problems in some schools. Reports reveal that in some schools, the student captains are still being appointed by the school administration instead of being elected by the students. Some of these captains oppress students by coercing them to strictly submit to rules and regulations which may be bad and tough to keep.

Incidences of rules being oppressive and tough to keep were reported in a few schools which include Kibage secondary school in Muranga where students protested against the principals many rules. In Kenya, for a long time, the students captain have always been appointed by the school administration with little or even no students participation Otieno et al (2000). Huddleston (2007) suggests that the student captain should participate in the formulation of the school rules and regulation to make easy the tasks of school governance for the school managers.

2.6 Level of Hygiene in Schools and Student Discipline

Water, solid waste disposal, sanitation and hygiene if not well managed in schools can be key factors influencing the discipline of student in secondary schools. In the year 2012 UNICEF Nicaragua and partners steered a cross sectional survey of WASH in 526 schools in 12 low economic status metropolises in Nicaragua. The survey collected data on school features teachers and community contribution, water and sanitation infrastructure and hygiene education habits. Outcomes of the research were analysed and found that WASH coverage was considerably greater in urban schools than in rural schools. Clean and safe water for drinking, proper waste disposal and hand washing stations are important for good health. Insufficient WASH in schools can lead to hostile ailment effects of various infections thus contributing to increased absenteeism and reduced educational outcomes. On the same note, the boys need to have their urinal pits in good condition to reduce smell that may irritate the students Gabrielle and Musakwa (2004). Irritated students are likely to express violence.

2.7 Summary of the Literature Review

The literature review discusses and examines the school environmental factors that are likely to influence students' discipline, thus the location of the school, state of school physical facilities, student involvement in school administration and the level of hygiene in schools. .Many studies have been done on school environment factors relating to academic performance but little has been done on school environmental factors and student discipline. Nasib (2013) observed that when educating a person in

mind and not moral you educate a menace in the society. Discipline then becomes part and parcel of the moral development of a person.

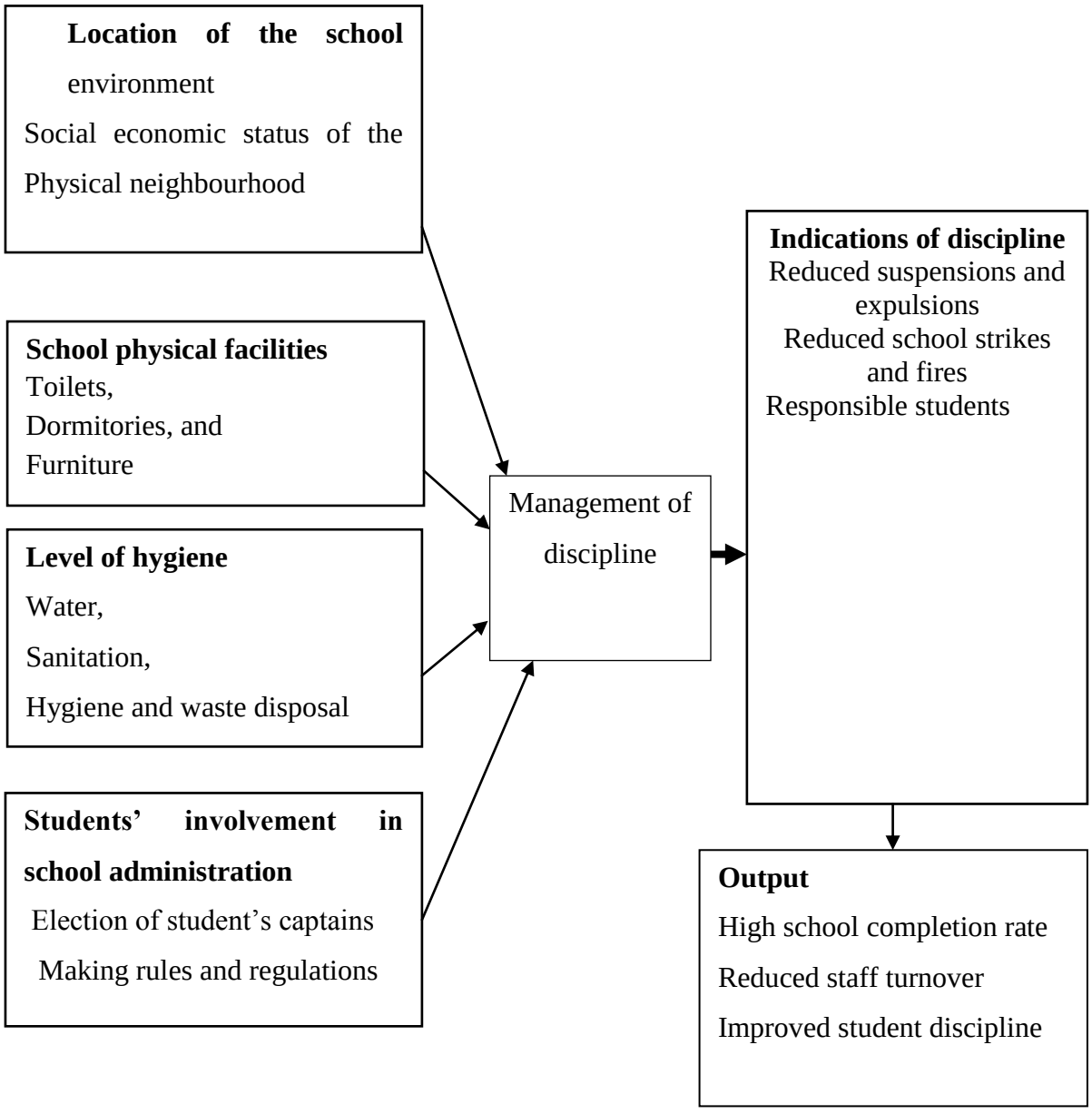
2.7 Theoretical Framework

This research adopted the systems theory. This theory is based on the assumptions and ideas of Ludwig Von Betalanffy (1951) who approached science from a perspective that every discipline studied forms system that is composed of interrelated sub-systems. The theory further notes that there are two types of systems. Open systems that interact with their environment and the closed environment which does not interact with the environment (Cole 2004).The major characteristic of an open system is the interdependence on the environment which may be relatively stable or uncertain at one time. Schools operate within an environment thus creating an internal environment. This theory was suitable for this study because the school is an open system. The interaction between the school and its environment is important to study because the major reason for student discipline is to maximize the achievement of the organizational goals by ensuring that students are disciplined because indiscipline associated to the school environment prevents effective teaching and learning processes.

2.8 Conceptual Framework on school environment and students' discipline

This is a diagrammatic expression of a study that shows the relation between independent and dependent variables.

Figure 2.1 Conceptual framework on relationship between independent variables and dependent variables



In the conceptual framework above, location of a school, state of the school physical facilities, student involvement in school administration and level of school hygiene are the independent variables of the study. School location factors have sub variables such as whether the school is located in an urban

area or in a rural area. The social economic status of the community around the school may contribute either positively or negatively towards students' discipline. State of physical facilities mainly refers to whether they are conducive for use by students or not and the ability of the administration to keep and maintain them in a workable state.

Student involvement in school administration was looked into if the students are given the opportunity to elect the captains, formulate the school rules and regulations and if they are represented in the school management committee. It also looked at the general involvement of the students in matters affecting them while in school. Student discipline is the dependent variable of the study as students' discipline depends on the school environment.

CHAPTER THREE
RESEARCH METHODOLOY

3.1 Introduction

This chapter describes the research design, target population, sample size and sampling procedure. This chapter also discussed the instruments that were used in the research, the validity and reliability of these instruments, procedures of data collection, data analysis techniques and the ethical considerations.

3.2 Research Designs

This is the structure of a research (Kombo & Tromp 2009). It is an arrangement of the situations for collecting and analysing data in a manner that aims to combine relevance with the purpose of the research. It institutes the plan for the collection, measurement and analysis of data (Orodho 2003). The study adopted the descriptive survey design in which respondents answered questions administered to them through questionnaires. It determines things the way they are and involves the assessment of attitudes, views, towards personalities, organizations and procedures. This helped the researcher to get accurate views of the responses about the attributes and attitudes of the students on the influence of their school environment on discipline. It also allows the generalization of findings from a sample to the whole of Kisii Country.

3.3 Target Population

A population is a whole set of individual cases or items with similar visible characteristics (Mugenda &Mugenda2003). Population may refers to a big set from which the sample is taken (Kombo & Tromp). The target

population for this study was all secondary schools, both private and public in Gucha South Sub-county. According to the report from the Kisii County Education office, there are 50 secondary schools in Gucha South Sub-county that is 49 public secondary schools and one private secondary school. The respondents for this study were therefore 50 principals, 50 deputy principals and 2550 form three students.

3.4 Sample Size and Sampling Procedure

A population sample size refers to a set of respondents drawn from a large population for the purpose of a survey (Kombo &Tromp2009). It is a small proportion of a population selected for observation and analysis (Best & Khan 1998). Gay (1992) suggested that for descriptive studies, 10% to 30% of the accessible population is enough (Mugenda & Mugenda 2003). For this case therefore the researcher took 30 % of the target population. This meant therefore that out of the 50 secondary schools, 15 schools were taken as the sample size for the study.

Using the simple random sampling the researcher coded all the 50 schools. The researcher then wrote numbers 1-50 and put them in a container, shook the container to mix them well and then picked any 15 items from the container. This gave all the individuals in the definite population an equivalent and independent chance of being picked as a participant of the sample (Kombo & Tromp 2009). From the 2550 form three students therefore 675 were taken as sample size for the study. Depending on the enrolment of the form three students in the schools sampled, the sample required from each of the schools

sampled was determined by taking the number of form three students in the school multiplied by sample required and divided by the sample size.

3.5 Research Instruments for Data Collection.

They are tools that the researcher employed to gather data. The instruments used in the study included questionnaire and an interview guide. Kwale (1996) described interviews as a way of interchanging views between two or more people on a topic of mutual interest. According to Gray (2004), interviews are best used as they give a high return rate and provide opportunities for probing so as to get the required information.

For this study, an interview guide containing a list of questions on issues that the researcher covered during the session was developed. This helped the researcher to collect qualitative data for discussions Kombo and Tromp (2009) acknowledge that questionnaire is a research tool that collects data over a big sample within a short period of time. It is also cost effective. It is used when factual information is desired (Best & kahn 1998). This therefore made it suitable for this study employed the descriptive survey design. The questionnaires also gave respondents freedom to express ideas and draw recommendations. Both students' and principals' questionnaires contained open-ended and closed-ended questions. The open-ended question contained detailed information on the school environmental factors aiming at collecting quantitative data. The questionnaires were administered personally as this provided an opportunity to the researcher to create rapport, clarify the purpose of the study and give details on areas that may not have been clear.

3.5.1 Validity of Research Instruments

According to Mugenda & Mugenda (2003), validity is the accuracy and meaningfulness of the inferences drawn from the research outcomes. To ensure validity of the instrument for data collection, the supervisors who are experts in the area of study examined the questionnaires individually and provided feedback and recommendations by analysing the content used in the instruments.

3.5.2 Reliability of Research Instrument

Reliability refers to the consistency of data collected by using particular methods. An instrument is considered reliable if data collected using the same instrument will produce the same results when administered under the same condition even when researchers are different. In this case, the research employed a test retest to measure the reliability. The instrument was directed to a group of respondents selected. The same instrument was administered to the same respondents after two weeks without giving prior information about the similarities of the study. Those respondents who will be used for the pilot study will not be included in the main study. The result of the first test were labelled x values while the result of the second test were labelled y values. Pearson correlation coefficient (r) was used. Kothari and Pals (1993) say that a correlation coefficient of between 0.7 and 1 shows that the instrument is reliable. Using the formula

$$r=\frac{N\sum xy-\left(\sum x\right)\left(\sum y\right)}{\left(\sqrt{N\sum\left(x\right)^{2}-\left(\sum x^{2}\right)}\right)\left(N\sum\left(y^{2}\right)-\left(\sum y\right)^{2}\right)}$$

Whereby

r=Pearson product moment correlation coefficient

$\sum x$=sum of the x scores

$\sum y$=sum of the y scores

$\sum x^2$=sum of squared x scores

$\sum y^2$=sum of squared y scores

$\sum x\ y$=sum of the product of paired x and y scores

N=Number of paired scores

0.7-1.0 indicates a 90% confidence level hence the instrument is termed reliable. If this is not attained, the instruments were reconstructed and a second pilot study was undertaken. In this study the research instrument scored a correlation coefficient of 0.086 that was deemed reliable for data collection.

3.8 Data Collection Procedures

An introduction letter was sought from the University of Nairobi, Department of Educational Administration and Planning. This was taken to the National Council of Science and Technology Innovation (NACOSTI) in order to get a research permit. The research permit was presented to the County Director of Education to allow research to be carried out in Gucha South sub-county. A transmittal letter was attached to the questionnaire requesting for permission to collect data. When permission was granted the researcher visited the selected schools, created rapport with the respondent and clarified the purpose of the study and then administered the questionnaires to

the respondents. The respondents were guaranteed strict confidentiality in handling their identities. The done questionnaire was collected.

3.9 Data Analysis Techniques

This refers to examining what has been collected in a research and making inferences and interpretations (Kombo &Tromp 2009). Quantitative data will be analysed using computer statistical package for social sciences (SPSS) version 21.0. Data was presented in tables, bar graphs and line graphs.

3.10 Ethical Consideration

The researcher ensured that confidentiality was upheld throughout the research to enable respondents respond to the research questions confidently and with no biases. Respondents' permission was sought at all times. For confidentiality purposes the instruments to be used by the respondents did not bear a name for any identification

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter gives an analysis, interpretation and presents the study outcomes as per the aim of this research which was to examine the school environmental factors influencing student's discipline in secondary schools in Gucha South sub county, Kisii County.

4.2 Response Rate

This section contains the response rate from the respondents who were secondary school deputy principals and secondary school form three students. The study had a sample size of 15 secondary school deputy principals in the 50 secondary schools in Gucha South sub- County and 300 form three students from the sampled secondary schools.

Table 4.1 shows the response rate for both the students and the deputy principals.

Table 4.1 Response Rate

Respondent	**Total no. of the respondents**	**No. which responded**	**percentage**
Deputy principals	15	15	100.0
Students	300	285	95.0
Total	**310**	**300**	**95.2**

Table 4.1 indicates that all the of the 15 secondary school deputy principals sampled for the study responded to the interview guide giving a response rate

of 100 percent. Out of the 300 students sampled for the study, 285 student questionnaires were completed and returned making a response rate of 95 percent.

The response rate from both the deputy principals and the students scored 95.4 percent which formed a satisfactory base for depiction of conclusions. This sufficient response was in accordance to Mugenda and Mugenda (2003) on the notion that responses beyond 70% for social science studies was excellent.

4.3 Demographic Information

The research required to establish the respondent's personal data which included the deputy principal's gender, type and category of the school and school population. The students were also requested to indicate their gender and form.

4.3.1 Respondent's Gender

The study sought to establish the respondents' distribution by gender. Table 4.2 presents, the information obtained on the gender of the deputy principals.

Table 4.2 Deputy Principals' Gender

Gender	Frequency	Percentage
Male	11	73.3
Female	4	26.7

Table 4.2 shows that out of the 15 secondary schools deputy principals sampled, 11 of them were male represented by 73.3 percent while 4 out of 15 representing 26.7 percent were female. This indicated that the sub-county had more male deputy principals than female deputy principals. The students were also to indicate their gender, and their responses are presented in Table 4.3.

Table 4.3 Students' Gender

Gender	Frequency	Percentage
Male	162	56.8
Female	123	43.2

The results obtained in Table 4.3 indicate that male students were more represented by 56.8 percent than the female students. As it was established from Table 4.3 the results showed that most of the schools in the sub-county were mixed schools. This affirms the fact that the research was not gender influenced and therefore was able to give credible data. This is in accordance to Kombo and Tromp (2009) who gave credence that all individuals should be included in the sample population should be given an equivalent and independent chance of being picked as a participant of the sample.

4.3.2 Type and Category of School

The research tried to establish the type and category of the schools sampled for the study. The findings were shown in the following table. Table 4.4 shows the category of the schools.

Table 4.4 Category according to level of school

School category	Frequency	Percentage
County	3	20.0
Sub county	12	80.0
Total	**15**	**100.0**

From the findings on Table 4.4, the study indicates that Majority of the schools represented by 80.0 percent were sub county secondary schools. This suggests that most of the secondary schools were located in rural areas of low social economic communities and hence subjected to certain levels of poverty. The study further sought to establish schools' distribution and presented responses as shown in Table 4.5.

Table 4.5 Day School or Boarding School

School category	Frequency	Percentage
Day	6	40.0
Boarding	9	60.0
Total	**15**	**100.0**

Table 4.5 indicates that 60.0 percent of the schools sampled for the study were day schools. This showed that majority of the students were day scholars and therefore vulnerable to being influenced by the communities surrounding the schools towards many indiscipline problems such as truancy, absenteeism, use of drugs among others. The findings are in agreement with Thornberg

(2007) who affirmed that schools reflect the problems in the community in which a school is located.

To establish schools' distribution by gender the deputy principals were to indicate the schools' gender and the responses presented as shown in Table 4.6.

Table 4.6 Gender orientation of schools

School category	Frequency	Percentage
Girls	3	20.0
Boys	4	26.7
Mixed	8	53.3
Total	**15**	**100.0**

The research findings indicated on Table 4.6 shows that majority of the schools in the sub county were mixed schools .This was represented by 53.3 percent of the total number of schools sampled for the study. This helped the researcher to collect reliable information for the study.

In relation to this the deputy principals were requested to state whether the schools were in rural or urban areas to determine their socio-economic status. Thus, Table 4.7 shows category of school by either urban or rural

Table 4.7 Urban or Rural schools

Category	Frequency	Percentage
Urban	5	33.3
Rural	10	66.7

The outcomes of the study indicate that most of the secondary schools in the sub county were located in rural settings represented by 66.7 percent. This was evident that majority of the schools were located in rural areas of low social economic communities that were exposed to poverty thus endangered by illegal businesses such as local breweries and sale of drugs and other substances. This suggests that the schools sampled were well placed to give reliable information as pertaining to the objectives of the study. These results concur with McLoyd (1998) who said that children who live in low-socio-economic environment and homes are likely to lack many basic needs owing to high levels of poverty. The deputy principals were also asked to indicate whether their schools were public or private, Table 4.8 presents the study findings.

Table 4.8 Private or public secondary school

Category of school	Frequency	Percentage
Private	1	6.7
Public	14	93.3
Total	**15**	**100.0**

The findings on table 4.8 indicated that majority of the schools in the sub county were public secondary schools .This was represented by 93.3 percent contrary to the private schools that were represented by only 6.7 percent This proposes that the study was able to at least gather information on what really happens in the private schools as far as the study objectives are concerned.

4.4. Location of School and Student's Discipline

The first research objective sought to establish how the location of the school influences students' discipline in secondary schools. Students and deputy principals were requested to indicate the level of agreement on listed aspects in relation to the location of the school. Respondents were requested to specify the degree to which they agree to the fact that the school is located in a low social economic community using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The results were tabulated as shown in Table 4.9.

Table 4.9 School is located in a low Social economic status community

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	72	25.3	4	26.7
Agree	123	43.2	6	40.0
Disagree	39	13.7	3	20.0
Strongly disagree	51	17.9	2	13.3
Total	**285**	**100.0**	**15**	**100.0**

The result in Table 4.9 indicates that majority students and deputy principals responded with agree which was represented by 68.5 percent and 66.7 percent respectively. On inquiry during the interview with the deputy principals it was

revealed that majority of the students came from low socio-economic families. These results confirm with similar results by Kaufman (2001) and Vigil (2003) who affirmed that violence and other discipline issues is more in areas of low social economic status. Such students are subjected to high risks of chronic absenteeism given the fact that parents find it difficult to clear the fee payments for their children. Schools located in such communities are imperiled to high rates of poverty.

In relation to the same, the study sought to establish if there were schools located in high social economic society. The responses from Students and deputy principals were rated using the scale SA-Strongly agree A-Agree, D-Disagree, SD-Strongly Disagree. The results were tabulated as shown in Table 4.10.

Table 4.10 School located in high social economic community

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	10	3.5	1	6.7
Agree	21	31.9	2	13.3
Disagree	72	25.3	5	33.3
Strongly disagree	112	39.3	7	46.7
Total	**285**	**100.0**	**15**	**10.0**

As recorded in table 4.10, majority students responded with disagreed and strongly disagreed on the possibility that schools were located in high social economic society, which was represented by 64.6 percent of the total population of the respondents. The study findings were revealed on an interview from the deputy principals who stated that their schools were positioned in low economy society schools were positioned in low economy society.

4.4.2 Illegal businesses in the school neighborhood

The researcher needed to establish if there were illegal business activities carried out in the school neighborhood. Students respondents and

Students and deputy principals were hence requested to indicate the degree of agreement to their school being surrounded by illegal business activities using the scale SA-Strongly Agree, A-Agree, D-Disagree, SA-Strongly Disagree. The results were tabulated as presented in Table 4.11.

Table 4.11 Illegal businesses in the school neighborhood

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	48	16.8	1	6.7
Agree	116	40.7	6	40.0
Disagree	76	26.7	4	26.7
Strongly disagree	45	15.8	4	26.7
Total	**285**	**100.0**	**15**	**100.0**

From the research findings in Table 4.11, it was noted that majority of the students responded with agree combined with strongly agreed, which represented 57.5 percent. 46.7 percent of the deputy principal respondents indicated that they agreed combined with strongly agree illegal businesses in the school neighborhood. Further on the inquiry from the deputy principal it was revealed that most schools are faced with students engaging in indiscipline cases due to illegal businesses like sale of brews and bhang within the schools' vicinity. These results confirm with Thornberg (2007) who found out that school surroundings reflect the problems faced by young learners who emanate behaviors within their reach. Therefore, indiscipline problems such as drug abuse and theft are likely to be evident among learners who interact with people of loss morals.

4.4.3 Cases of students being involved in the illegal businesses

To establish whether availability of illegal businesses within the school's surroundings causes students to engage in the businesses the researcher requested the students and the deputy principals to indicate the degree to which they were in agreement to the fact that students get involved in illegal businesses using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The findings were shown in Table 4.12.

Table 4.12 School has had cases of students being involved in illegal businesses

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	20	7.0	2	13.3
Agree	162	56.8	9	60.0
Disagree	4	15.8	1	6.7
Strongly disagree	58	20.4	3	20.0
Total	285	100.0	15	100.0

From the findings in Table 4.12, 63.8 percent of the students represented by those who agreed and strongly agreed that majority of the students get involved in the illegal businesses such as the sale of local brew that were carried out in the school neighborhood. On an inquiry from the deputy

principals, it was revealed that students were vulnerable to getting influenced in illegal activities especially if they are surrounded by such businesses within the school's location. The findings were in line with Denga (2009) who argued that exposure of students to vices there is a high possibilities of them engaging in those vices either from their peers or environment.

4.4.4 School is surrounded by a pleasant and friendly community

On the other hand, the study sought to establish whether the schools were surrounded by pleasant/ friendly environment. Students and deputy principals were requested to indicate the degree of agreement towards the pleasantness and friendliness of the school neighborhood using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The results were tabulated in Table 4.13.

Table 4.13 School surrounded by pleasant and friendly environment

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	23	8.1	2	13.3
Agree	52	18.3	3	20.0
Disagree	16	5.2	2	13.3
Strongly disagree	194	68.1	8	53.3
Total	**285**	**100.0**	**15**	**100.0**

The findings in Table 4.13 shows that majority of the student responded with strongly disagree combined with disagree which was represented by 73.3 percent of the total population of the student respondents. The deputy respondents also responded most with strongly disagree\combined with disagree at 66.6 percent. .On an interrogation with the deputy principals it was revealed that majority of the schools were surrounded by communities that were neither pleasant nor friendly. The information concurs with Otieno and Ambwere (2000) who states that a perfect school is found in a hospitable environment while hostile environment negatively influence students' discipline. Such communities are likely to contribute little or nothing towards student's discipline but may rather influence vulnerable students towards indiscipline acts.

4.4.5 School programs being disturbed by traffic noise from the markets in rural and urban school

Further the research sought to establish if the schools' surroundings were free from external noises that could distract the school learning programs. Hence, the Students and deputy principals were asked to indicate the degree of agreement about the disturbance that is caused by the traffic noise from the market by using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The following results were tabulated as shown in Table 4.14.

Table 4.14 Programs being disturbed by traffic noise from the market

	Students		Deputy Principal	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	21	7.4	1	6.7
Agree	53	18.8	3	29.0
Disagree	138	48.4	7	46.7
Strongly disagree	73	25.6	4	26.7
Total	**285**	**100.0**	**15**	**100.0**

From the study findings presented in Table 4.14, majority of the respondents disagreed together with strongly disagree which was represented by 74 percent of the population of student respondents. The principals also responded with disagree combined with strongly disagree which was represented by 73.4 percent. Information gathered from deputy principals clarified that most schools did not experience disturbance from traffic from the market. This could be attributed to the fact that most of the schools were located in the rural areas where little traffic is experienced. The results agree with Robert and Reid (2006) who argued that interferences from schools' surrounding disturbs smooth learning process.

4.4.6 School is surrounded by Pubs and Dance Halls

The researcher also sought to find out whether there were pubs and dance halls within school's surroundings, Students and deputy principals were requested to indicate the degree to which they agreed to the aspect that the school is surrounded by pubs and dance halls using the scale SA-Strongly Agree, A-Agree, D-Disagree, SA-Strongly Disagree.. The results were tabulated as shown in Table 4.15.

Table 4.15 School Surrounded by Pubs and Dance halls

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	19	6.7	1	6.7
Agree	46	16.0	2	13.3
Disagree	166	58.3	9	60.0
Strongly disagree	54	19.0	3	20.0
Total	**285**	**100.0**	**15**	**100.0**

From the study findings, it was indicated that majority of the respondents responded with disagree which was represented by 58.3 percent of the total population of the student respondents and 60.0 percent of the deputy principals respondents. On enquiring from the deputy principals. It was confirmed that majority of the schools were not surrounded by pubs and dance halls. dance

halls. This could also be accredited to the fact that most of the schools were located in the rural areas where such activities are least expected. This is in relation with Thornberg (2007) who noted that behaviors among students are socially constructed from interaction with the society.

4.4.7 School has a big and well fenced compound

To establish whether schools have an established effective restriction measures by fencing the school compound from outside interactions, the Students and deputy principals were requested to indicate the degree to which they agreed to the fact that the school had a big and well fenced compound using the scale; SA-Strongly Agree, D-Disagree, SD-Strongly Disagree. The following results were presented in Table 4.16.

Table 4.16 School has a big and well fenced compound

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	30	10.5	2	13.3
Agree	162	56.8	6	40.0
Disagree	31	10.9	2	13.3
Strongly disagree	62	21.8	5	33.3
Total	**285**	**100.0**	**15**	**100.0**

From the findings shown in table 4.16, the majority of the students disagreed combined with strongly disagree that the school had a big and well fenced compound which was represented by 67.3 percent of the total population of the student respondents. Deputy Principals similarly disagreed combined with strongly disagree that many of the schools do not have big and well fenced compounds 53.3 percent. From an interview with the deputy principals, it was indication that most schools in the sub county have did not big and well fenced compounds. Schools that are not well fenced are likely to experience many cases of students sneaking in and out of the school compound without being noticed.

4.4.8 School has a big population of students.

It was a concern to establish whether the population of students in schools contributed to their discipline. Thus, the Students and deputy principals were requested to indicate the degree of agreement to the fact that the school had a big population of students using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The study results were tabulated and presented in Table 4.17.

Table 4.17 School has a big population of students

	Students		deputy principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Strongly agree	37	13.0	1	6.7
Agree	55	19.3	2	12.3
Disagree	55	19.3	2	13.3
Strongly disagree	138	48.4	10	66.7
Total	**285**	**100.0**	**15**	**100.0**

The research findings indicated that most students responded with strongly disagree combined with disagree which presented by 67.7 percent of the total population of the respondents similar to the deputy principals who responded with strongly disagree together with disagree at 80.0 percent of the total deputy principal total respondent population. Data collected on an interview with the principals showed that many schools in the sub county did not have a big population of students which leads to effective management of discipline. The study results agree with observations from the State Board of Education (2000) that school size both in terms of students' population and the size of school compound have a considerable impact on students' achievements and discipline.

4.4.9 School has enough teachers to attend to individual learner's problem

To find out whether schools adequately addressed students' needs, the Students and deputy principals were requested to state the degree to which they agreed to the fact that the school had enough teachers to attend to individual student's problem using the scales-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The research findings were as shown in Table 4.18.

Table 4.18 School has enough teachers to attend to individual learners problems

	Students		**Deputy Principals**	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Strongly agree	37	13.0	3	20.0
Agree	55	19.3	2	13.3
Disagree	55	19.3	3	20.0
Strongly disagree	138	48.4	7	46.7
Total	**285**	**100.0**	**15**	**100.0**

From the findings of the study arranged in Table 4.18 majority students responded with strongly disagree and disagree which was represented by 67.7 percent of the total population of the respondents. Further the deputy principals pointed out that most schools in the sub county did not have enough teachers to attend to individual student's problem. Report from the Sub-

County education office revealed that most of the schools in the sub county are understaffed thus, students when not well attended to may decide to show out deviant behaviors as a way of drawing attention from the teachers. These findings are in agreement with statements from Wright and Keeley (2003) that in many cases there is a significant increase in staff turnover rates in schools experiencing discipline issues. Wright and Keeley further argue that staff turnover leads to understaffing in the affected schools making it difficult for the school administration to discharge duties.

4.4.10 The school has had cases of students sneaking in and out of school compound

To establish whether schools are securely fences the students and deputy principals were requested to state the degree to which they agreed to the fact that the school has had cases of students sneaking and out school using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The results from the study were as shown in Table 4.19.

Table 4.19 Cases of students sneaking in and out school

	Students		Deputy Principals	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Strongly agree	19	6.7	1	6.7
Agree	216	75.8	11	73.3
Disagree	27	9.5	2	13.3
Strongly disagree	23	8.1	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

From the findings shown in Table 4.19, it is indicates that majority of the students responded with agree together with strongly agree, which was represented by 85.2 percent of the total population of the student respondents. A majority of the deputy principals also responded with agree combined with strongly agree which was represented by 80 percent. On close inquiry from the deputy principals revealed that most students sneaked in and out of the school compound. This could be accredited to the point that most schools in the sub county were not well fenced and are surrounded by bad influential communities.

4.4.11 Frequency of Indiscipline Cases Shown by Students

In order to establish the frequency of schools having students with deviant behavior, the research sought to find the frequency of the nature of

indiscipline cases shown by students using the key Never, Rarely, Sometimes, Often, and Always. The findings were recorded in the Table 4.20.

Table 4.20 Truancy

	Students		**Deputy Principles**	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Never	92	32.3	4	26.7
Rarely	127	44.6	6	40.0
Sometimes	38	13.3	2	13.3
Often	24	8.4	2	13.3
Always	4	1.4	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

The findings indicated that most of the students responded with rarely which represented 44.6 percent of the total population of the respondents. Most deputy principals also responded with rarely at 40.0 percent of the total deputy principal respondents. Close enquiry from the study showed that majority of the students did not get involved in truancy as an indiscipline behavior. The respondents responses on the frequency of students' dropping out of school. Table 4.21 presents the study result.

Table 4.21 Dropping out school

	Students		Deputy Principals	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Never	68	23.9	4	26.7
Rarely	49	17.2	2	13.3
Sometimes	158	55.4	7	46.7
Often	8	2.8	1	6.7
Always	2	0.7	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

The majority of the students responded with sometimes at 55.4 percent of the total population of the respondents. The study revealed that many students sometimes dropped out of school. From the responses given by the principals, it is indicated that students sometimes students dropped out of school. This could be attributed to the datum that most of the schools were located in low social economic communities and that most students must have been from poor family backgrounds which may lead to failure to pay fee promptly .This in turn may lead to students being send home now and again.

Common deviant behaviors among secondary school students include gambling, vandalism of school property, relationships among others. Therefore the study sought to establish the frequency of this behaviors being reported in schools and presented the findings in sub-sequent sections. Table 4.22 shows responses on gambling.

Table 4.22 Gambling

	Students		Deputy Principals	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Never	124	43.5	4	26.7
Rarely	10	3.5	1	6.7
Sometimes	126	44.2	6	40.0
Often	17	6.0	2	13.3
Always	8	2.8	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

The results in the Table 4.22 show that most students responded with sometimes at 44.2 percent of the total population of the respondents. This indicated that many students sometimes get involved in activities of gambling. This could be based on the fact that students sometimes hazel to get money so as to use the same in indulging into the illegal businesses in the school neighborhood or even meet the basic needs that the poor parents may not be able to raise through betting.

Table 4.23 Throwing stones while shouting

	Students		Deputy Principal	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	118	41.4	6	40.0
Rarely	52	18.3	2	13.3
Sometimes	99	34.7	5	33.3
Often	13	4.6	1	6.7
Always	3	1.1	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Most of the students responded with never which was 41.4 percent of the total population of the respondents. The deputy principals responded with sometimes at 33.3 percent. On the enquiry on the fact that students threw stones in school while shouting It was discovered that sometimes students sometimes threw stones while shouting when they felt that their problems were not listened to.

It was a concern to find out if students fought while in school. The findings on this were presented in the Table 4.24 as follows

Table 4.24 Fighting while in school

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	54	19.0	3	20.0
Rarely	76	26.7	4	26.7
Sometimes	144	50.5	7	46.7
Often	9	3.2	0	0.0
Always	2	0.7	0	0.0
Total	**285**	**100.0**	**15**	**100.0**

Majority of the students responded with sometimes which made 50.5 percent of the total population of the respondents**.** Most of the deputy principals responded with sometimes which was represented by 46.7 percent. On interrogating the principals if students fought while in school, it was revealed that student sometimes fought when in school due to minor misunderstandings

Table 4.25 Students Smoking while in school

	Students		Deputy Principal	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	121	42.5	7	46.7
Rarely	64	22.5	3	20.0
Sometimes	76	26.7	3	20.0
Often	19	6.7	1	6.7
Always	5	2.0	0	0.0
Total	**285**	**100.0**	**15**	**100.0**

From the findings in Table 4.25, most of the students responded with never which was 42.5 percent of the total population of the student respondents. The deputy principals also responded with never at 46.6 percent. On close inquiry from the principals during the interview guide, it was revealed that only few students involved themselves in smoking activities while in school.

The researcher went further to establish if students involved themselves on act of vandalism by requesting the student and deputy principals to indicate the frequency of students getting involved in acts of vandalism. The results that were obtained were recorded in Table 4.26.

Table 4.26 Vandalism

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	76	26.7	4	26.7
Rarely	71	24.9	2	20.0
Sometimes	121	42.5	6	40.0
Often	12	4.2	1	6.7
Always	5	1.8	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Table 4.26 indicated that most of the students responded with sometimes which was 42.5 percent of the total population of the student. The deputy principals responded to the same by sometimes at 40.0 percent. Respondents The information that was captured from interviewing the deputy principals confirmed that students at times showed practices of vandalism.

In order to establish the extent of student indiscipline, the researcher sought to find out how often students got involved in starting fires in school. The research findings were presented in Table 4.27.

Table 4.27 Starting fire in school

Responses	Frequency	Percentage	Frequency	Percentage
Never	123	43.2	6	40.0
Rarely	36	12.6	2	13.3
Sometimes	89	51.2	4	26.7
Often	32	11.2	2	13.3
Always	5	1.8	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Table 4.27 indicates that majority of the respondents responded with never which was 43.2 percent of the total population of the respondents. The deputy principals in the interview guide were in the contrary by stating that students did not engage much in acts of starting school fires.

Research sought to establish if students engage themselves in stealing other students properties .The findings were presented as in Table4.28

Table 4.28 Stealing other student's properties

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	17	6.0	1	6.7
Rarely	32	11.2	2	13.3
Sometimes	71	24.9	4	26.7
Often	93	32.6	5	33.3
Always	72	25.3	3	20.0
Total	**285**	**100.0**	**15**	**100.0**

Most of the students responded with often which was 32.6 percent of the total population of the student respondents as shown in table 4.26.The deputy principals also responded with often which was at 33.3 percent. The research on interrogating the principals and the deputy principals confirmed that students often got involved in stealing other students' properties. This indicated that most students often got involved in stealing other student's properties.

The research sought to find out if students sneaked in and out of the school compound without being noticed. The findings were presented in table4.29.

Table 4.29 Sneaking in and out of school

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	37	13.0	2	13.3
Rarely	26	9.1	1	6.7
Sometimes	130	45.6	7	53.3
Often	52	18.3	3	20.0
Always	40	14.0	2	13.3
Total	**285**	**100.0**	**15**	**100.0**

Majority students responded with sometimes which made 45.6 percent of the total population the respondents. The deputy principal respondents responded to this by indicating that many students sometimes sneak in and out of school by indicating a 53.3 percent of the total deputy principals' respondents'

population. From the interview guide it was reported by the principals that there were many cases of students sneaking in and out of the school.

Students and deputy principals were asked to state the frequency of students abusing drugs and substance. The findings were tabulated in Table 4.10

Table 4.30 Drug and substance abuse

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	104	36.5	4	26.7
Rarely	39	13.7	2	13.3
Sometimes	110	36.6	7	46.7
Often	12	4.2	1	6.7
Always	20	7.0	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Table 4.31 indicate that most students responded with sometimes which was 38.6 percent of the total population of the respondents. From inquiries from the respondents the study revealed that most students in the sub county sometimes got involved in acts of drug and substance abuse. School neighboring communities with local breweries are likely to influence susceptible students into the use of these drugs and substances.

The students and deputy principals were asked to indicate the frequency of secondary school students' engaging on drug trafficking, the responses were presented in Table 4.31.

Table 4.31 Drug trafficking

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	134	47.0	7	46.7
Rarely	93	32.6	3	20.0
Sometimes	32	11.2	2	13.3
Often	16	5.6	1	6.7
Always	10	3.5	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Most of the students responded with never which was 47.0 percent of the total population of the respondents. This was an indication that most students in the sub county did not involve themselves in acts of drug trafficking. The principals also indicated that there were minimal cases of student being involved in drug trafficking. This was indicated by responding with Never at 45.7 percent of the total deputy principal respondents.

The respondents were to indicate the frequency of boy-girl relationship in their schools as an indiscipline challenge, Table 4.32 presents the study findings.

Table 4.32 Boy-girl relationship

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Never	42	14.7	3	20.0
Rarely	49	17.2	3	20.0
Sometimes	138	48.4	6	40.0
Often	39	13.7	2	13.3
Always	17	6.0	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Most of the students responded with sometimes which was 48.4 percent of the total population of the respondents. The findings indicated that most student sometimes got involved in unhealthy boy girl relationship. Based on the idea that most of the secondary schools were mixed and day schools, such relationships could be an outcome of the school environment given the fact that many of the schools in the sub county are mixed schools. The study findings conform to report from MoEST (2000) that found out that secondary school students engage in different forms of deviant behavior that lead to poor academic performance.

4.5. State of physical facilities and student discipline

The second objective of the study was to establish whether the state of physical facilities influence students' discipline in secondary school. The researcher wanted to find out whether the research sought to establish the

degree of agreement to items in relation to the state of school physical facilities. The study findings were as shown in Table 4.33.

Table 4.33 school has enough and conducive washrooms for the students to use

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	54	19.0	3	20.0
A	51	18.0	3	20.0
D	162	56.8	6	40.0
SD	18	2.8	3	20.0
Total	285	100.0	15	100.0

As shown in Table 4.33 most students responded with disagree combined with strongly disagree which stood at 59.6 percent of the total population of the respondents. Deputy Principals also responded with agree combined with disagree at 60.0 percent that many schools in the sub county do not have enough washrooms. From inquiries from the respondents the study revealed that most schools did not have enough washrooms for the students to use. This is contrary to the study done by Okunola (1998) who suggested that school physical facilities should be well located and structured with appealing settings. Lack of enough washrooms for the students to use may lead to waste of time by students queuing for long and this may even lead to conflicts among students especially those who may be impatient in queuing..

4.5.3 Lockable washrooms and toilets

It was necessary to establish if the washrooms and toilets were lockable. Students and deputy principals were requested to state the level of agreement to the fact that school had lockable washrooms and toilets using the scale SA-Strongly Agree, A-Agree, D –Disagree, SD-Strongly Disagree. The results were represented in Table 4.34.

Table 4.34 Lockable and well labeled washrooms and toilets

	Students		**deputy principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	20	7.0	2	13.3
A	68	23.9	3	20.0
D	130	45.6	7	46.7
SD	67	23.5	3	20.0
Total	285	100.0	15	100.0

Table 4.34 shows that majority of the students responded with disagree combined with strongly disagree which stood at 69.1 percent of the population of the student respondents. From an inquiry from the principals, it was revealed most of the washrooms and toilets in the sub county were not lockable. These findings are in line with the findings by Cohen et al(2002) who explained that poor and worn out school physical facilities can lead to several discipline problems among learners. This could be base reasons for

sexual harassment especially given the fact that most of the schools in the sub county were mixed schools.

4.5.4 School has lockable drawers and lockers for all students to use

Research sought to establish whether schools provide students with lockable drawers and lockers to secure their belonging. Students and deputy principals were again asked to indicate the degree to which they agree that the school provides them with lockable drawers and lockers to store their belongings using the scale SA-Strongly Agree A-Agree, D-Disagree, SD-Strongly Disagree. The results were presented in Table 4.35.

Table 4.35 Lockable drawers and lockers

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	37	13.0	2	13.3
A	78	27.4	3	20.0
D	152	53.3	8	53.3
SD	18	6.3	2	13.3
Total	285	100.0	15	100.0

Majority of the students responded with disagree combined with strongly disagree which stood at 59.6 percent of the total population of the respondents. The deputy principals in their response also disagreed combined with strongly disagrees at 66.6 percent. On an inquiry from the deputy principal it was found

that majority of the schools did no provide lockable drawers and lockers for the students This is in contrary to Ajayi and Aodele (2001)who emphasized that the quality and availability of school physical facilities contribute to effectiveness in the school system.. This could be reason for the high rates of theft cases that were recorded as one of the major deviant behaviors shown by students.

4.5.6 Lockable windows and doors to the classrooms and hostels

It was important to inquire if schools had lockable doors and windows for classrooms and hostiles. Students and deputy principals were requested to indicate the degree of agreement to the fact that schools have lockable windows and doors to the classrooms using the scale SA-Strongly Agree, A – Agree, D –Disagree, SD Strongly Disagree. The subsequent results were obtained and tabulated in Table 4.36.

Table 4.36 lockable doors and windows to classrooms

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	53	18.6	3	20.0
A	163	57.2	9	60.0
D	64	22.5	2	13.3
SD	5	1.8	1	6.7
Total	285	100.0	15	100.0

Table 4.36 pointed out that majority of the students responded with agree combined with strongly agree which stood at 75.8 percent of the total population of the student respondents. The deputy principals respondents with agree and strongly disagree at 80.0 percent. On close inquiry from the deputy principals it was confirmed that majority of the schools had lockable doors and windows to both. This is confirms with the study done by Omotoso (1991) who found out that physical facilities in many schools when in a terrible state can make students despair thus contributing to discipline problems. students.

4.5.9 General State of School Physical Facilities

The research sought to assess the general state of the school, the Students and deputy principals were requested to comment on the state of the school physical facilities. The following results were recorded in Table 4.37.

Table 4.37 State of school physical facilities

	Students		**Deputy Principals**	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Very good	48	16.8	2	13.3
Good	64	22.5	3	20.0
Poor	138	48.4	6	40.0
Very poor	34	12.3	4	26.7
Total	**285**	**100.0**	**15**	**100.0**

Majority of the student's responded with poor combined with very poor which stood at 60.7 percent of the total population of the respondents. 66.7 percent of the deputy principal respondents revealed that many schools have poor physical facilities. On close interrogation with the principals ,it was discovered that majority of the schools had poor physical facilities. The findings tally with the findings by Hallack (1990) who found that poor school physical facilities have negative effects on student discipline. Poor school physical facilities can be a menace to the students causing student to riot in protest of the state of the facilities.

4.6. Student Involvement in School Administration.

The third research objective sought to examine whether students' involvement in administration influence students' discipline in secondary schools. In an effort to establish the extent to which students are involved in the school administration, the students and deputy principals were requested to indicate the degree of agreement to various statements in relation to student involvement in school administration.

4.6.1 Students are involved in electing the school captains

On an effort to find out if students are involved in electing the school captain, Students and deputy principals were requested to indicate the degree of agreement on their involvement in electing the school captain using the scale SA-Strongly Agree, A –Agree, D-Disagree SD-Strongly Disagree. The results obtained were tabulated as shown in Table 4.38.

Table 4.38 Student involvement electing student captains

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	128	44.9	6	40.0
A	122	42.8	7	53.3
D	20	7.4	1	6.7
SD	15	5.3	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Table 4.38 shows that majority students responded with strongly agree combined with agree which stood at 87.7 percent of the total population of the respondents. Deputy principals affirmed that majority of the schools involve students in electing the school captain by indicating a combined agreement and disagreement level of 93.3 percent of the total deputy principal respondents. On making an inquiry from the deputy principals using the interview guide, it was revealed that majority of the schools in the sub county follow the policies set by the Ministry of education on matters pertaining student discipline management. This concurs with Sushila (2010) who noted that students should be involved in the making of decisions especially on matters affecting them.

4.6.2 Student representation in the school board of management

Further the researcher sought to establish from the students and deputy principals the degree of agreement to the fact that they are represented in the

school board of management using the scales-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The findings were recorded in Table 4.39.

Table 4.39 Student representation in school board of management

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	32	11.2	3	20.0
A	224	73.5	9	60.0
D	15	5.3	2	13.3
SD	14	4.2	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

From the data on Table 4.39 it was indicated that majority students responded with agree and strongly agree which was 84.7 percent of the total population of the student respondents. Deputy principal respondents also agreed combined with strongly agree by 60.0 percent that majority of the schools had a student representative in the school board of management. On the same note, the deputy principals on close interrogation through an interview confirmed that most of the schools had student representative in the school board of management. This was in line with the requirements of the Ministry of Education.

4.6.3 Captains are involved in major decisions making on matters affecting

Further the researcher sought to establish from the students and deputy principals were required to indicate the level of agreement to the fact that the school captains are involved in major decision making especially on matters affecting them using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The following results were obtained and tabulated in Table 4.40.

Table 4.40 Captains are involved in major decision making on matters affecting them

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	31	10.9	2	13.3
A	100	35.1	3	20.0
D	134	47.0	7	46.7
SD	20	7.0	3	20.0
Total	**285**	**100.0**	**15**	**100.0**

Table 4.40 indicates that majority of the student respondents replied with disagree and disagree at 54.0 percent of the total student respondents. Majority of the deputy principals responded with disagree together with strongly disagree at 60.7 percent. On close integration, through an interview the principals on the contrary confirmed that students are often involved in the

making of major decisions especially on those matters that affect them while in school. The findings on this concur with Sushila (2010) who noted that students need to be involved in the making of decisions on matters that affect them. When students are not fully involved in decision making on matters that affect them they sometimes feel that their interest is not taken into account and may therefore riot by shouting slogans in school as a way of airing their views.

4.6.4 Student involvement in the making of school rules and regulations

The researcher further wanted to establish if students are involved in the making of school rules and regulations by requesting the students' and the deputy principals to state the degree of agreement to the idea that they are involved in the making of school rules and regulations using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The research findings were tabulated as in Table 4.41

Table 4.41 Student involvement in making school rules and regulations

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	34	11.9	3	20.0
A	55	19.3	4	26.7
D	90	31.6	5	33.3
SD	106	37.2	3	20.0
Total	**285**	**100.0**	**15**	**100.0**

The findings were recorded in Table 4.41 and indicated that majority of students responded with strongly disagree and disagree which was represented by 68.8 percent of the total population of the student respondents. The deputy principals on the same responded with disagree and strongly disagree at 63.3 percent. On close inquiry from the deputy principals through the interview guide it was revealed that majority of the schools did not involve students in the making of the school rules and regulations. This is contrary to the findings of Hudlesleston (2007) who suggested that students should be involved in the making of the school rules and regulations as they tend to understand and obey them better if they are involved.

4.6.7 Student captains supervise manual work

It was important for the researcher to find out if the student captains were supervised the other students do manual work. The researcher then requested the student and the deputy principal respondents to state the degree of agreement to the fact that student captains supervise manual work using the scale; SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree using the scale. The following results were obtained and recorded in Table 4.43.

Table 4.43 Captains supervise manual work

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	3	1.1	2	13.3
A	205	71.9	10	66.7
D	60	21.1	2	13.3
SD	17	6.0	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

From the findings of the study shown in Table 4.43, majority students respondent with strongly agree combined with agree representing 93.0 percent of the total population of the student respondents. The deputy principals respondent with agree and strongly agree at 80.0 percent. This agrees with the study by Koli (2005) who found that there are some students who enjoy more active influential role in the authority system than others.

4.6.8 Student consulted before any change is made that affects them

The researcher further wanted to find out if students are consulted before any change in made that affects them**.** Students and deputy principals were therefore requested to state the degree of agreement to the fact that students are consulted before any change is effected that affects them using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The following results were obtained and recorded in a Table 4.44.

Table 4.44 Student consulted before effecting change that affects them

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	28	9.8	3	20.0
A	79	27.7	3	26.7
D	134	47.0	7	46.7
SD	44	15.4	2	13.3
Total	**285**	**100.0**	**15**	**100.0**

The findings of the study in Table 4.44 shows that majority respondents with disagree and strongly disagree which was represented by 62.4 percent of the total population of the student respondents. The deputy principals responded with disagree combined with agree which stood at 60.0 percent. On close talks and interrogation with the deputy principals using an interview guide it was revealed that majority of the schools did not consult the student when effecting change. This was contrary to Sushila (2010) who suggested that students should be involved at all times for the smooth running of the school system.

4.6.9 Roll calls are taken by student captains

On student involvement in school administration**,** Students and deputy principals were requested to indicate the degree of agreement to the fact that the student captains take roll call using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The results obtained were presented in Table 4.45.

Table 4.45 Roll calls are taken by student captains

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	54	19.0	4	26.7
A	156	54.7	7	46.7
D	43	15.1	2	13.3
SD	32	11.2	2	13.3
Total	**285**	**100.0**	**15**	**100.0**

The findings of the study on Table 4.45 indicate that majority respondents responded with agree combined with strongly disagree which was represented by 73.7 percent of the total number of student respondents. The deputy principals equally responded with agree together with disagree which was represented by 73.4 percent. On the inquiry with the deputy principals, it was discovered that in majority of the schools in the sub county, student captains were entrusted with the responsibility of taking student roll calls. This also agrees with the study done by Koli (2005) who suggested that prefect system is one of the most effective ways of involving students in administration.

4.7 Level of School Hygiene and Students Discipline

Objective four of the study was to establish whether level of school hygiene influence students' discipline in secondary schools in Gucha Sub-County.

The research went into quest to institute level of school hygiene in secondary schools in the sub county. The Students and deputy principals were therefore

requested to indicate the level of agreement to certain aspects of school hygiene in relation using the scale SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree. The study findings were as shown in Table 4.46.

Table 4.46 School has hand washing stations

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	12	4.2	3	20.0
A	88	30.9	4	26.7
D	94	33.0	5	33.3
SD	91	31.9	3	20.0
Total	**285**	**100.0**	**15**	**100.0**

Table 4.46 show that majority of the students responded with disagree combined with strongly disagree which stood at 61.9 percent of the total population of the respondents. The deputy principals on this item respondent with disagree combined with strongly at 50.3. From an inquiry from the deputy principals through the interview guide, it was revealed that most schools in the sub county did not provide hand washing stations for the students to use. This was contrary to the recommendations made by the WASH survey that was done in schools that noted that insufficient WASH in schools can lead to hostile ailments. This poor health can generally hinder the students' regular school attendance practices thus leading to chronic absenteeism

4.7.2 School provides clean and safe water for the students to use

The researcher went further to establish if schools provided clean and safe water for the students to use. Students and deputy principals were therefore requested to state the level of agreement to the fact that the school provides clean and safe water for the students to use. Table 4.47 presents the research findings.

Table 4.47 School provides clean and safe water for use by students

	Students		Deputy Principals	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	67	23.5	4	26.7
A	118	41.4	8	53.3
D	82	28.8	2	13.3
SD	18	6.3	1	5.7
Total	**285**	**100.0**	**15**	**100.0**

The findings in Table 4.47 show that 64.9 percent of the total population of the respondents agreed together with those who strongly agreed to the fact that the school provided clean and safe for use by students. The deputy principals responded with agreed combined with strongly agreed at 80.0. From enquiries with the study respondents, it was revealed that most schools in the sub county provided clean and safe water for use by students. This findings were in agreement to the recommendations made by the WASH survey that noted that clean and safe water is important for good health.

4.7.3 School has appropriate methods of disposing both organic waste and waste waters

The researcher further wanted to establish if schools had appropriate ways of disposing waste waters and organic wast**e.** Students and deputy principals were then asked to state the degree of agreement to the fact that they had appropriate methods of disposing both organic waste and waste waters using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The findings were tabulated as shown in Table 4.48.

Table 4.48 School has appropriate methods of disposing wastes

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	20	7.0	3	20.0
A	55	19.0	6	40.0
D	170	567	3	20.0
SD	40	14.3	3	20.0
Total	**285**	**100.0**	**15**	**100.0**

Table 4.48 shows that majority students responded with disagree which stood at 71.0 percent of the total population of the respondents. The deputy principals respondents with agree combined with strongly agree at 60.0. On close interrogation the deputy principal confirmed that majority of the schools had appropriate ways of disposing wastes. This agrees with the recommendations of the WASH coverage in schools This was an indication

that most schools did not have appropriate methods of disposing both organic waste and waste waters, Wastes if not appropriately disposed will lower the hygiene levels of the school making the environment risk to the student's health.

4.6.11 School kitchen is clean

The research sought to find out is schools had clean kitchens where the students meals were being prepared. Students and deputy principals were therefore requested to indicate the level of agreement to the fact that the school kitchen is clean using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The findings were recorded in Table 4.49.

Table 4.49 Clean School Kitchen

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	38	13.7	4	26.7
A	152	53.3	7	46.7
D	85	29.8	3	20.0
SD	9	3.2	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

The findings in 4.49 shows that majority of the students replied with agree combined with strongly agree which stood at 67.0 percent of the total population of the student respondent and 73.4 percent of the deputy principals

respondents with agree together with strongly agree. This was in line with the WASH recommendations that school environments ought to be clean

4.7.3 Conducive urinal pits for use by students

Further the researcher sought to find out if schools had conducive urinal pits for the students to use Students and deputy principals were therefore requested to state the degree of agreement to the fact that the urinal pits are conducive for use by students using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree. The results were tabulated as shown in Table 4.50.

Table 4.50 Conducive urinal pits for use by students

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	23	8.1	2	13.3
A	143	50.2	7	46.7
D	98	34.4	4	26.7
SD	21	7.4	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Study findings in table 4.50 shows that majority students replied with agree which stood at 58.3 percent of the total population of the student respondents. The deputy principals respondent with agree combined with strongly agree at 60.0 percent. From an inquiry from the deputy principals, it was revealed that most schools had the urinal pits in good condition for use by students**.** These

findings are in agreement to a study done by Gabrielle and Musakwa (2004) who noted that bad smell from urinal pits may irritate the students causing unnecessary annoyance.

4.7.4 School has a perimeter wall

The research sought to find out if schools had perimeter walls and therefore requested the Students and deputy principals to state the degree of agreement to the fact that the school has a perimeter wall using the scale SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree .The findings were recorded in Table 4.51

Table 4.51 School has a perimeter wall

	Students		**Deputy Principals**	
Responses	**Frequency**	**Percentage**	**Frequency**	**Percentage**
SA	47	16.5	3	20.0
A	153	53.7	7	46.7
D	65	22.8	3	20.0
SD	20	7.0	2	13.3
Total	**285**	**100.0**	**15**	**100.0**

Majority of the students replied with agree combined with strongly disagree which stood at 70.2 percent of the total population of the respondents. The deputy principals respondent with agree combined with disagree at 66.7 percent. From an inquiry from the principals through the interview guide it

was confirmed that most schools had perimeter walls This helped to ensure that the school compound remains clean as its facilities are not accessed for use by outsiders. This is in agreement with the WASH recommendations that school environments need to be clean..

4.7.5 Frequency of student absenteeism related to health problems associated with poor hygiene

.In an effort to establish the frequency of students being absent from school due to ill health associated with poor hygiene, Students and deputy principals were asked to indicate how frequent they have been absent from school due to ill health associated with poor hygiene using the scale Never, Rarely, Sometimes, Often, Always. The results were tabulated in Table 4.52.

Table 4.52 Absenteeism due to health problems associated with poor hygiene

	Students		**Deputy Principals**	
Responses	**Frequency**	**percentage**	**Frequency**	**percentage**
Never	50	17.5	3	20.0
Rarely	67	23.5	6	40.0
Sometimes	151	53.0	4	26.7
Often	9	3.2	1	6.7
Always	8	2.8	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

The findings in Table 4.52 display that majority students responded with sometimes which stood at 53.0 percent of the total population of the respondents. From inquiries from the respondents the study revealed that most students sometimes were absent from school due to ill health associated with poor hygiene. This could be credited to the poor standards of hygiene that was recorded in the study.

4.7.6 General state of school hygiene

The research required to establish the general level of hygiene in the schools by requesting the students and deputy principals to give a general remark about the level of hygiene in the respective schools. The results obtained were tabulated as shown in Table 4.53.

Table 4.53 General state of school hygiene

	Students		**Deputy Principals**	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Very good	18	6.3	2	13.3
Good	58	20.3	4	26.7
Average	97	34.0	6	40.0
Poor	101	35.4	2	13.3
Very poor	11	3.9	1	6.7
Total	**285**	**100.0**	**15**	**100.0**

Most students responded with poor which stood at 35.4 percent of the total population of the respondents. Most of the deputy principals indicated that the general state of school hygiene was average. This was shown by 40.0 percent of the total population of the deputy principals' respondents. This displayed that many of the schools in the sub county had poor standards of hygiene. This could be the base reason as to why many respondents reported to be absent from school due to ill health associated with poor hygiene.

.4.6 15 Level of Students' Discipline

The research requested the students and deputy principals to rate student discipline using the key very good, good, poor, very poor. The findings were tabulated in Table 4.54

Table 4.54 Level of student's discipline

	Students		**Deputy Principals**	
Responses	**Frequency**	**percentage**	**Frequency**	**Percentage**
Very good	18	6.3	1	6.7
Good	58	20.4	3	20.0
Average	97	34.0	6	40.0
Poor	101	35.4	3	20.0
Very poor	11	3.9	2	13.3
`Total	285	100.0	15	100.0

Table 4.54 presents the findings on the general level of discipline in secondary schools. Most students responded with poor which was 35.4 percent of the total population of the respondents. From inquiries from the deputy principals respondents using the interview guide the findings revealed that many of the schools in the sub county have low levels of student discipline. Responses given by the deputy principals indicate that majority of the schools in the sub county have average levels of student discipline. This was indicated by 40.0 percent. This suggests that the sub county still experiences student discipline problems and that discipline still remains a challenge to many schools in the sub county.

4.7.6 Suspensions administered in the year 2016

The study required to establish the frequency of student suspensions administered in the year 2016 per form by requesting the deputy principals to indicate the exact numbers of suspensions administered by the school. The outcomes obtained were presented in Table 4.55.

Table 4.55 Suspensions

Responses	Frequency	Percentage
Form one	37	7.5
Form two	168	34.2
Form three	207	42.1
Form four	80	16.3
Total	492	100.0

According to the research findings recorded in Table 4.55, majority of the suspension cases recorded were from form three and two students which was represented by 76.3 percent of the total population of the student respondents. From inquiries made from deputy principals respondents the it was revealed that majority of the students with discipline problems are found among the form threes. From an inquiry from the principals, it was revealed that the form three and form two students experienced more suspensions than the other levels.

4.7.7 Expulsions

On the issue of expulsions the Students and deputy principals were requested to indicate the number of expulsions they administered in the year 2016 per form by indicating the exact numbers of expulsions administered. The study results indicate that no single expulsion was administered throughout the year. On close interrogation with the deputy principals it was confirmed that schools did not expel students. This is in line with the requirements and policies of the Ministry of Education was an indication that all schools did not expel students on matters pertaining to discipline problems and that schools have alternative ways of dealing with student indiscipline. This concurs with the Ministry of Education policies on management of student discipline.

CHAPETR FIVE

SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the research findings, conclusions and recommendations for practice and further research on the problem.

5.2 Summary of the study

The main purpose of this study was to investigate the school environment factors influencing students' discipline in secondary schools in South Gucha Sub County. The objectives of the study were to determine how school location, establish how the state of school physical facilities, assess how student involvement in school administration and to determine the extent to which levels of hygiene in schools influence students' discipline in secondary schools in Gucha south Sub County.

The descriptive survey research design was adopted. The target population consisted of 50 secondary schools in the sub county both private and public. The sample size comprised 15 deputy principals and 675 form three students giving 30 percent of the total population of the study.

A questionnaire and an interview guide were used to collect primary data. Descriptive statistic analysis were used for quantitative data whereby computer software SPSS was used to generate tables and percentage.

Tables were used to present data and facilitate comparison. Qualitative data was transcribed and analyzed using content analysis and organized along themes. The findings of the study showed that most of the schools are located in rural areas which are of low economic status. Many of the schools in the

sub county experienced illegal businesses such as the sale of local brew in the school neighborhood and that students sometimes get involved in these businesses.

According to the study findings most of the schools were surrounded by pleasant and friendly communities. The study findings showed that most of the schools in the sub county did not experience disturbance from the market. Majority of the schools do not have big population of students but many of the schools did not have enough teachers to attend to every student's problem. In many schools students sneaked in and out of the school compound without being noticed. Most of the common deviant behaviors exposed by student included truancy, gambling, dropping out of school, stealing, sneaking in and out of school and unhealthy boy girl relationships

From the findings of the study majority of the schools did not have enough washrooms for students to use though those schools which had them were lockable and well labeled and in good condition for use by students. Most schools provide lockable lockers and drawers for the students to keep their belongings and had lockable windows and doors to the classroom. The findings of the study showed that many schools do not have spacious and well maintained playgrounds.

From the study findings most schools involved in electing the student captains in matters of school administration though in many schools students were not involved in major decision making on matters affecting them. However many schools involved the students in making the school rules and regulations and

that in most schools the school board of management had a student representative. However it was noted from the study findings that most schools did not allow the school captains to attend disciplinary meetings and that in many schools the students were given rules that were not well spelt out and not easy to obey.

Most schools involved the student captains in supervising other students do the manual work and taking the student roll calls. Many schools however did not make consultations with students before making any change that affects them such as change of meals uniform and even school programs. Most of the schools provided clean and safe water for use by students and had clean kitchens though majority of them did not have hand washing stations and many students sometimes failed to attend school due to ill health associated with poor hygiene. The findings of the study showed that most schools in the sub county did not have appropriate methods of waste disposal but many had clean urinal pits and had perimeter walls that helped to ensure that the compound remained clean by preventing outsiders from using the schools facilities thus making it dirty.

5.3 Conclusions

From the findings of the study the following conclusions were drawn.

That the location of a school has influence on students' discipline. Schools that have big population, not enough teachers and surrounded by communities that get involved in illegal businesses are likely to experience discipline problems related to such locational factors.

That the state of the school physical facilities has an influence on students' discipline given that if the state of the physical facilities is poor and not conducive for use, students are likely to protest over the same thus causing discipline problems.

That student involvement in school administration has an influence on students' discipline since students find it difficult to work under given rules and regulations unlike when they are involved in the making of the rules and regulations and with regular consultations especially on matters affecting them.

That the level of school hygiene has an influence on students' discipline since students need to be healthy so as to be able to adhere to attend school well thus reducing student absenteeism which is one of the deviant behaviors discussed.

5.4 Recommendations

i. The Ministry of Education should ensure that the school environments are conducive for the learners to operate in. By doing so the ministry shall be able to reduce discipline problems among high school students especially those related to the school environments. The Ministry can do this by initiating programs related to school environments as a course of study in workshops such as KEMI.

ii. Teachers Service Commission should ensure that they employ enough teachers in all secondary schools to be able attend to individual students' problems. This will help to make sure that students' are given

attention in time to avoid riots and reduce discipline problems among students.

iii. Principals should make sure that they provide conducive environments for the students and involve students in the administration especially on matters that affect them. This will help solving the students' problems in time before they go out of control. By so doing discipline problems shall be reduced.

5.6 Suggestions for further research

i. The research recommends that a study should be carried out to investigate home based environment factors influencing students' discipline in secondary school in Gucha South sub-county so as to make a comparison in order to determine the major causes of student discipline in secondary schools in the sub county.

ii. The research also recommends that a study should be done on school cultural factors that influence students' discipline in secondary schools so as to find the major causes of student discipline by making comparisons.

iii. The research also recommends a similar research in the other forty six counties so as to make comparison

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,

Department of Educational Administration and Planning,

P.O Box 92, Kikuyu.

12th September 2017.

RE: PERMISSION TO COLLECT DATA.

I am Josephine Basweti Onderi, a postgraduate student at the University of Nairobi undertaking a study on **school environmental factors influencing students' discipline in secondary schools in Gucha South sub-county.** I wish to request you to carry the study in your school. The information will be used for academic purposes only. Respondent's identity will be kept confidential. Therefore do not write your name on the questionnaire.

Thanks for your cooperation

Yours Faithfully

Josephine Basweti Onderi

APPENDIX II: QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

Introduction

Dear respondent,

The research work which is the subject of this questionnaire is being carried out by a postgraduate student in the University of Nairobi, Department of Educational Administration and Planning undertaking a research project as part of the degree requirement. The information collected will be used basically for academic purposes only. Your correspondence will be highly appreciated.

PART I Demographic Characteristics

School code…….

1. State your gender male ( ) female ( )

   Indicate your form One ( ) two ( ) Three ( ) Four ( )

PART II location of a school and student discipline

2. State the degree to which you agree or disagree with the following items about the location of your school. Use the scale

SA-strongly agree A-agree D-disagree SD-strongly disagree

Item	The school	SA	A	SD	D
i.	Is located in a low social economic community				
ii.	is located in a high social economic community				
iii.	experiences illegal businesses in the school neighbourhood				
iv.	has had cases of students being involved in illegal businesses				

v.	is surrounded by a pleasant and friendly community				
vi.	programs are disturbed by the traffic noise from the market				
vii.	is surrounded by pubs and dance halls				
	has a big and well fenced compound				
viii.	has a big population of students				
ix.	has enough teachers to attend to individual learners problems with close attention				
x.	Has had cases of students sneaking in and out of schools				

4. In the table below, indicate how frequent students have been involved in the indiscipline cases by ticking appropriately; Use the scale; A- Never, B- Rarely, C-Sometimes, D- Often, E- Always

Item.	**Deviant behaviour**	**A**	**B**	**C**	**D**	**E**
i.	Truancy					
ii.	Dropping out of school due to early pregnancies					
iii.	Gambling					
iv.	Throwing stones and shouting in school					
v.	Fighting in school					
vi.	Smoking while in school					
vii.	Vandalism					
viii.	Setting fire on school building					
ix.	Stealing other students' properties					
x.	Sneaking in and out of school					
xi.	Drug and Substance Abuse					
xii.	Drug trafficking					
xiii.	boy- girl relationships					

PART III State of physical facilities and students' discipline

5. Please indicate the extent to which you agree or disagree to the following items about the state of physical facilities in the school by ticking appropriately. Use the scale:

SA -strongly agree A-agree D-disagree SD -strongly disagree

Item	The school	SA	A	D	SD
I	has enough and conducive washrooms for the students to use				
Ii	washrooms and toilets are lockable and well labelled				
Iii	has lockable drawers and lockers for all students to use				
Iv	doors and windows to the classroom and hostels are lockable				
V	has a spacious playground which is well maintained				

6. Please comment on the general state of the physical facilities in the school……

PART IV Student involvement in school administration and students' discipline

8. State the degree to which you agree or disagree to the following items about student involvement in school administration. Use the scale: SA-strongly A-agree D –disagree SD- strongly disagree

	Students	SA	A	D	SD
i.	are involved in electing captains				
ii.	are represented in the school board of management				
iii.	captains are involved in major decision-making on matters affecting students				
iv.	are involved in the making of school rules and regulations				
v.	captains attend school disciplinary meetings				
vi.	captains are involved in supervising manual work				
vii.	are consulted before any change is made that affects them such as change in meals, uniforms, entertainment programmes				
viii.	roll calls are taken by student captains				

PART V Level of school hygiene and students' discipline

9. How often have you been absent from school due to ill-health associated with poor hygiene problems the following ailments. (tick appropriately).Use the scale

   A-Never B-Rarely C-Sometimes D- Often E- Always

10. State the degree to which you agree or disagree to the following items about the level of school hygiene using the scale: SA-strongly agree A-Agree D-Disagree SD-Strongly disagree.

Item	**The school**	**SA**	**A**	**D**	**SD**
I	The school has hand washing stations				
Ii	Provides clean and safe water for use				
Iii	has an appropriate method of disposing organic waste				
Iv	urinal pits are clean and conducive for use by students				
V	has a perimeter fence that helps to ensure that the compound is clean				
Vi	the school kitchen is clean				
Vii	Has an appropriate method of disposing waste waters				

11. How would you rate the level of hygiene in your school?

Very good ( ) Good ( ) Fair ( ) Poor ( ) Very poor ( )

Thanks for your cooperation

APPENDIX III: QUESTINNAIRE FOR PRINCIPALS AND DEPUTY PRINCIPALS

The questionnaire is designed to gather general information about students' discipline for use in the study of **school environment factors in secondary schools in Gucha South Sub-county.** Please respond to each question by ticking the appropriate response or as it is relevant. Your identity will be confidential and information will be used by the researcher for the purpose of the study only. Do not write your name or the name of your school on this questionnaire. Kindly respond to all items.

PART I Background information

1. Which is your school type and category? (tick appropriately)

National School ( ) County school ( ) Sub-county ( )

Public school ( ) Private school ( )

Boarding school ( ) Day school ( ) Mixed boarding & day ( )

Urban school ( ) Rural school ( )

Girls school ( ) Boys school ( ) Mixed school ( )

Others specify……

2. For how long have you been in the administrative position?

Less than 5 years ( ) 5-10 years ( ) more than 10 years ( )

3.For how many years have you been in this school as an administrator?

Less than 3 years ( ) 3- 6 years ( ) More than 6 years ( )

4 What is the total number of students in the school per gender? Give exact figures Boys…… Girls…….Total……

5. How many teachers are in the school? Give exact figures.

Male……. Female…… Total……

PART II Location of a school and students' discipline

6. Please indicate the extent to which you agree or disagree to the following items about the location of the school by ticking appropriately .Use the scale.

SA-strongly agree A- agree D-Disagree SD –Strongly disagree

Item	The school	SA	A	D	SD
i)	Is located in a low social economic community				
ii)	Is located in a high social economic community				
iii)	Experiences illegal businesses in the school neighbourhood				
iv)	Has had cases of students being involved in illegal businesses				
v)	Is surrounded by pleasant and friendly community				
vi)	Programs are disturbed by the traffic noise from the market				
vii)	is surrounded by pubs, dance halls and other social activities				
viii	Has a big and well fenced compound				
ix)	Has enough teachers to attend to individual learners problem with close attention				
x)	Has had cases of students sneaking in and out of school				

PART II State of school physical facilities and students' discipline

7. Please indicate the extent to which you agree or disagree to the following items in relation to the state of school physical facilities by ticking appropriately. Use the scale SA –Strongly agree A- agree D –disagree SD-strongly disagree

Item	The school	SA	A	D	SD
i)	Has enough and conducive washrooms for the students to use				
ii)	Washrooms and toilets are lockable and well labelled				
iii)	Has lockable lockers and drawers for all students to use				
iv)	Doors and windows to the classrooms and hostels are lockable				
v)	Has a spacious playground which is well maintained				

Part IV Student involvement in school administration

8. State the degree to which you agree or disagree with the following items on the influence of students' involvement in school administration. Use the scale SA-strongly agree A-agree D-disagree SD- strongly disagree

Item	The school	SA	A	D	SD
i	Involves students in electing captains				
ii	BOM has a student representative				
ii	student captain is involved in decision- making on matters affecting students				
iv	involves students in making school rules and regulations				
v	Captains attend school disciplinary meetings				
vii.	Captains involved in supervising manual work				
viii.	makes consultations with the students before effecting any change on matters affecting them such as change on diet, uniform				
ix	allows student captains to take roll calls				

9. Briefly explain how the involvement of students in school administration influence students' discipline ……

……

PART V Level of school hygiene and discipline of students

.11.State the degree to which you agree or disagree to the following items on the level of school hygiene using the scale

SA-Strongly agree A-Agree D-disagree SD- Strongly disagree

Item	The school	SA	A	D	SD
I	Has hand washing stations				
Ii	provides clean and safe water for drinking				
Iii	has a proper waste disposal for both waste water and organic matter				
Iv	urinal pits are in good condition and produce no irritating smell				
V	Has a perimeter fence around which helps to ensure that the environment remains clean				
Vi	Has a clean kitchen				

12 State the level of discipline of the students in the school by ticking appropriately Very good ( ) Good ( ) Average ( ) Poor ( )

13 On average show the number of suspensions and expulsions that you administered in the year 2016 per class.

Form	Suspension	Expulsion	Total
Form one			
Form two			
Form three			
Form four			
Total			

14. From the list of deviant behaviours in the table below, show how often students have been involved in each by ticking appropriately. A- Never B- Rarely C- Sometimes D- Often E- Always

	Behaviour	**A**	**B**	**C**	**D**	**E**
i	Truancy					
ii	Gambling					
iii	School drop out					
iv	Fighting					
v	Vandalism					
vi	Starting School fires					
vii	Use of drugs					
viii	Use of substances such as cigarettes and marijuana					
ix	Sneaking in and out of school					
x	Unhealthy boy- girl relations					

Thanks for your cooperation

APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS AND DEPUTY PRINCIPALS

1. How would you rate the discipline of the students in the school?

……

2. How does the location of this school influence students in matters of discipline?

.....

3 What are the major cause of student absenteeism?

……

4 What is the state of the school physical facilities?

……..

5 To what extent does the community around the school participate in promoting student discipline?

……

6 In which ways do you involve the student captain in matters concerning school administration?

……

7 In which way does the student captain influence the overall discipline of the students?

……

8 Which are the most common deviant behaviours manifested by students?

……

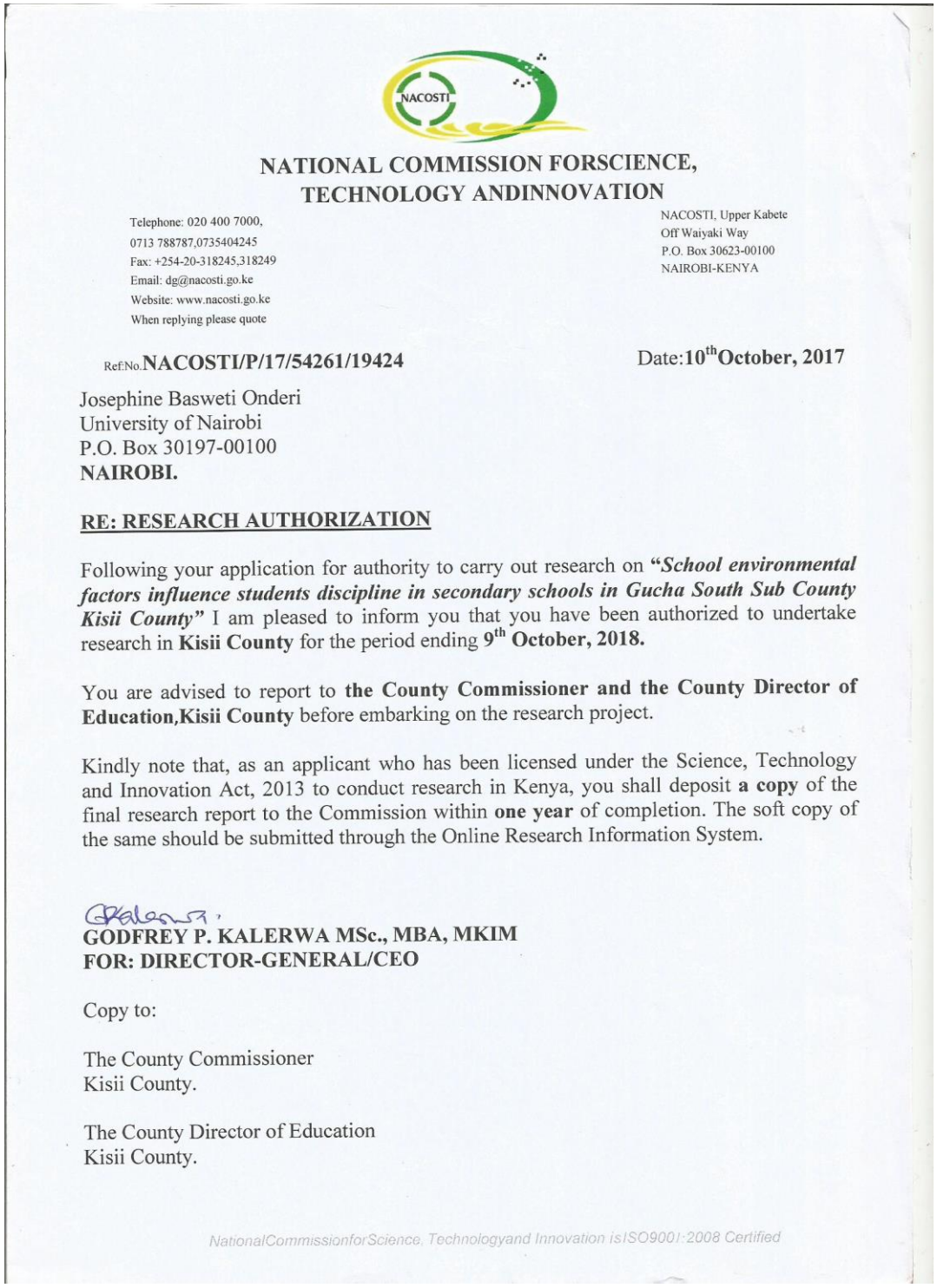
9 What do think can be done to improve discipline in the school?

……

……

.

APPENDIX IV: AUTHORIZATION LETTER



NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

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When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref.No.**NACOSTI/P/17/54261/19424**

Date:**10th October, 2017**

Josephine Basweti Onderi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"School environmental factors influence students discipline in secondary schools in Gucha South Sub County Kisii County"*** I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **9th October, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education,Kisii County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

NationalCommissionforScience, Technologyand Innovation isISO9001:2008 Certified

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JOSEPHINE BASWETI ONDERI
of UNIVERSITY OF NAIROBI, 92-100 Nairobi,has been permitted to conduct research in *Kisii County*

on the topic: *SCHOOL ENVIRONMENTAL FACTORS INFLUENCING STUDENTS DISCIPLINE IN SECONDARY SCHOOLS IN GUCHA SOUTH SUB COUNTY KISII COUNTY*

for the period ending:
9th October,2018

Permit No : NACOSTI/P/17/54261/19424
Date Of Issue : 10th October,2017
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 16040

CONDITIONS: see back page