INFLUENCE OF ADMINISTRATORS' PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA

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DECLARATION

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

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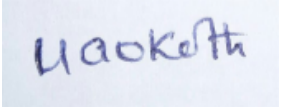

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I dedicate this work to my family. My husband Joshua and our daughters Mercy, Faith, Joy, Patience and Chelsie.

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TABLE OF CONTENTS

DECLARATION ii

TABLE OF CONTENTS vi

LIST OF TABLES ix

LIST OF FIGURES x

ABBREVIATION AND ACRONYMS xi

ABSTRACT xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study 1

1.2 Statement of the Problem 8

1.3 Purpose of the Study 10

1.5 Research Hypothesis 11

1.6 Significance of the Study 12

1.7 Limitations of the Study 13

1.8 Delimitation of the Study 14

1.9 Assumption of the Study 14

1.10 Definition of Significant Terms 14

1.11 Organization of the Study 16

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction 17

2.2 Concept of Student Discipline in Secondary Schools 17

2.3 Enforcement of School Rules and Regulations and Students' Discipline . 25

2.4 Influence of Management of Peer Pressure on Students' Discipline 40

2.5 Students' Involvement in Decision Making and Discipline 50

2.6 The Use of Social Media and Students' Discipline 74

2.7 Principals' Mode of Communication and Students' Discipline 85

2.8 Summary of Review of Related Literature 113

2.9 Theoretical Framework 114

2.10 Conceptual Framework 122

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction 125

3.2 Research Design 125

3.3 Target Population 125

3.4 Sample Size and Sampling procedures 126

3.5 Research Instruments 127

3.6 Validity of the Instrument 129

3.7 Reliability of the Instrument 129

3.8 Data Collection Procedures 130

3.9 Data Analysis Techniques 130

3.10 Ethical considerations 132

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction 133

4.2 Response Rate 133

4.3 Background Information of Respondents 134

4.4 Student discipline in public secondary schools 137

4.5 Influence of Enforcement of Rules and Regulations on Student Discipline in Public Secondary Schools in Baringo County 142

4.6 Management of Peer Pressure on Student Discipline in Public Secondary Schools 152

4.7 Influence of Involvement of Students in Decision-Making on Student Discipline 158

4.8 Administrators' Management of Students' Use of Social Media and Student Discipline in Public Secondary Schools 165

4.9 Influence of Principal Mode of Communication on Student Discipline in Secondary Schools 175

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 184

5.2 Summary of the Study 184

5.3. Conclusion 187

5.4. Recommendation 189

5.5 Suggestion for Further Research 190

REFERENCES 191

APPENDICES 216

Appendix A: Letter of Introduction 216

Appendix B: Questionnaire for Students 217

Appendix C: Questionnaire for Class Teachers 221

Appendix D: Questionnaire for Students Leaders 227

Appendix E: Interview Guide for Principals and Deputy Principals 231

Appendix F: Research Authorization 233

Appendix G: Nacosti Authorization Letter 234

Appendix H: Research Permit 235

LIST OF TABLES

Table 3. 1 Target population 125
Table 3. 2 Sampling Frame 126
Table 4. 1 Return Rate 133
Table 4. 2: General Information of Respondents 134
Table 4. 3 Students' views on Student discipline in public secondary schools 138
Table 4. 4 Views of class teachers on Student Discipline 140
Table 4. 5 Student leaders` views on Enforcement of rules and regulations 144
Table 4. 6 Teachers` Views on Enforcement of Rules and Regulations 146
Table 4. 7 Correlation between Enforcement of Rules and Regulations on Student Discipline 149
Table 4. 8 Students' Views on Management of Peer Pressure 153
Table 4. 9 Teachers' Views on Management of Peer Pressure 155
Table 4. 10 Correlation between Management of Peer Pressure and Student Discipline 156
Table 4. 11 Student Leaders' views on Involvement of Students in Decision-making 160
Table 4. 12 Class teachers' View on Involvement of Students in Decision-making 162
Table 4. 13 Correlation between Levels of Involvement of Students in Decision-making and Student Discipline 164
Table 4. 14 Students Views on Use of Social Media 166
Table 4. 15 Teachers Views on the Use of Social Media 169
Table 4. 16 Correlation on controlling the use of social media information and student discipline 172
Table 4. 17 Most favourite social media platforms used by students 174
Table 4. 18 Students' Views on Principals' Mode of Communication 176
Table 4. 19Teachers' Views on Principals' Modes of Communication 178
Table 4. 20 Correlation between Principal Mode of Communication and Student Discipline 181

LIST OF FIGURES

Figure 2. 1 Conceptual Framework 125

ABBREVIATION AND ACRONYMS

B.O.M	Board of Management
F.B.I	Federal Bureau of Investigation
G&C	Guidance and Counseling
KCSE	Kenya Certificate of Secondary Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for science and Technological Innovation
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
US	United States

ABSTRACT

Management of discipline is important because it ensures that learners display cceptable behavior and follow set rules and regulations. Discipline helps to create a positive learning environment and smooth running of school activities. Management of pupils' discipline has continued to be a challenges due to emerging issues like drug abuse by pupils. Research shows that the drug abuse age has gone down to 10 years. Other pupils' indiscipline behaviours include; fighting, bullying, lateness, absenteeism and drug trafficking. The purpose of this study was to investigate the influence of administrators' practices on students' discipline in public secondary schools in Baringo County, Kenya. The objectives were: to establish the extent to which enforcement of rules and regulations influence student discipline; to determine the influence of management of peer pressure on students' discipline; to examine how the involvement of students in decision-making influences students' discipline; to establish the extent to which use of social media influences students' discipline; to determine the extent to which principal mode of communication influence student discipline in secondary schools in Baringo County. The social system theory was employed in understanding social system in schools in Baringo County. The research employed/ applied descriptive survey research design employing stratified random sampling technique. The target population was 121 principals, 974 class teachers and 268 students. Stratified proportionate sampling was used to sample 36 principals 292 teachers and 80 students. The respondents were classified based on school types. Questionnaires were used for data collection from class teachers and students. Interview guide was used to gather data from principals and deputy principals. Reliability was determined through test-retest method and calculated using Pearson's correlation coefficient resulting in coefficient value of 0.8 for student representative questionnaire and 0.9 for principals and deputy principals and class teachers' questionnaire. Validity was ensured through discussion with the experts (supervisors) and using questions framed in less ambiguous way. Descriptive statistics like frequency distribution and percentages were used to analyze the quantitative data which was presented in frequency distribution tables. Regression analysis was computed to establish the influence of the relationship of the study variables. The findings showed existence of a positive relationship between the principal mode of communication and students' discipline ($r=0.614$; $p=0.00$). Most of the principals used assemblies to communicate discipline cases to the student. The findings showed a significant relationship between controlling the use of social media information on student discipline ($r=0.594$; $p=0.00$). The study also found out that students are not involved in important decision making and this has positive influence on discipline ($r=0.753$; $p=0.00$), such as involved in choosing time to study, menu and field trips. Students were partially involved decisions on choice of field trips is partially practiced where most principals chose when to and when not to involve members in decision making. The findings of the study showed that there was significant influence of management of peer pressure on student discipline ($r=0.474$; $p=0.00$). Majority of the students said that peer pressure motivates them to enter into relationships, and abuse of substance thus affecting their discipline. Principals should take preventive measures of maintaining student discipline such as ensuring adequate participation of students in decision-making. The school administration should ensure that school's rules and regulation are visibly displayed on school notice boards and some walls. Principals should actively involve students in the process of formulation of school rules. Students should be sensitized on the role of peer pressure on discipline and decision making. Secondary school management should actively involve students in all decision-making areas under school curriculum. Parents should be engaged positively to stop exposure of students to pornography. The researcher suggests a further study to be done on: the influence of administrators' practices on the academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Discipline is an important component of human behavior as it directly defines the character of a human being. Jilanga (2016); Myrick (2017) and Malonza (2020) consider indiscipline is a social quagmire disrupting the harmony and peaceful-coexistence in virtually all educational institutions, as it serves to promote disrespect for rules, regulations and constituted authorities among members of the school community (principals, teachers, students, parents); and in furtherance produces uncongenial school atmosphere, which are not conducive for effective teaching and learning. Based on the evidence by UNICEF (2011) it is also estimated that about one in every five adolescents suffer from behavioural problems throughout. Therefore, behaviour problem is a global issue faced in many countries.

Tozer (2015) posit that the issue of learner indiscipline has been a serious and pervasive and most often affect the student learning negatively. It links both the culture and the climate of a school, and for a satisfactory climate to exist in a school, a certain level of discipline must exist. In schools where discipline is a serious problem for example, when students bully each other parents prefer to transfer their children to better schools. Since the well behaved students usually perform well, their transfer to another school can affect the overall performance of the former school.

In Sweden, Durrant (2017) asserts that students' indiscipline manifests itself in theft, delinquency, murder, assault, truancy and others. In Australia, the situation is not different as Brister (2016) asserts that a behaviour discipline problem in schools is on the increase. In summary, these viewpoints point to the fact that indiscipline among students in secondary school setting has been a subject of debate in many forums and disciplinary measures adopted by school principals in resolving them are critical. In Brazil, students' participation in school management has been used in most of the Public Basic Education Schools where these school councils assist in decision making in the school (Ghanem, 2012).

In Africa, researchers have pointed out the seriousness of indiscipline in schools in various countries. Lukman and Kamadi (2014) found out that peer group pressure is a determinant of adolescents' social adjustment in Nigerian schools. The peer group pressure among adolescents was related to their social adjustment. A study by Adeniyi and Kolawole (2015) examined the influence of peer pressure on adolescent's social behaviour among secondary school students in Amuwo-Odofin local education district of Lagos State in Nigeria. This finding concurred with an earlier study on peer influence relationships in adolescents conducted by (Kiran, 2012).

In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. Not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. It has

been noted that in countries where computer and internet use is low, young people vigorously look for access whenever possible, most often in internet cafes. This has been the case in African countries whereby radios, televisions and mobile phones stand out in Africa's media of communication. For example, in Nigeria, Borders and Drury (2017) report that there were reported cases where 13 schools in Nigeria were burnt by students. In KwaZulu Natal Province in South Africa, Cicognani (2017) notes that cases of indiscipline amongst students in high school have skyrocketed to unprecedented proportions.

In Tanzania discipline is valued since it is seen as a way of maintaining order. One of the goal and responsibility in the school is management of pupils' discipline. Discipline is valued in Tanzania since it is seen as way of maintaining order. The teachers' goal is to ensure discipline is maintained and the school activities run without interference (Semali & Vumilia, 2016). In Uganda, primary schools are managed by Board of Management who manages the school on behalf of the patron and the minister. The head teacher is responsible for the day-to-day management of the school, including guidance and direction of the teachers and other staff of the school (Mwesigwa, Tusiime, & Ssekiziyivu, 2020).

A study done in the Eastern Region of Kenya found that the necessary structures that allow students to participate in decision making process had not been established in secondary schools (Mulwa, Kimosop, & Kasivu, 2015). The governance of schools without structures that provide for student participation in decision making has seen secondary school educators in Kenya contend with

student indiscipline for a long period of time (Njoroge & Nyabuto, 2014). It is manifested in different forms such as boycotting of classes, sneaking from school, failing to do cleaning duties and assignments, absenteeism, fighting, theft, drug and substance abuse, violent unrests, riots, strikes among others (Ndaita, 2016). Mule, Kalai and Mulwa (2017) observed that different forms of involvement in governance employed included student councils, peer supporters and mentors.

Cell phones have been used by students in masterminding strike episodes through text messages amongst themselves within or outside their schools. Kariuki, Karanja and Munene (2012) reported that learners in Kenya secondary schools were spreading strike messages through text messages using mobile phones which had been sneaked into the school. On the same issue, Murumbi (2012) reported that, more than a hundred students in Tetu district went on strike after one of the students was suspended for having a mobile phone in school. Messages on strikes being passed through mobile phones can make schools to be rocked by violent strikes at a particular time of the year when no one is aware of the cause.

The wake of the 21st century has seen many students access information via the social media and through television sets. Such accessibility to information enhances aggressive behaviour among learners, which makes them engage in violent crimes (Duggan, 2016). The new rules and policies which were rolled out in the month of May 2016 triggered a series of arson attacks in school with

the first case experienced a few weeks later, when students of Itierio Boys high school in Kisii County torched their school (Agutu & Mutimba, 2016).

Student participation in decision-making involves creating opportunities for children and young people to increase their influence over what happens to them and around them. It was, for many years, touted as one of the most important ways of minimizing or even eliminating student indiscipline and discontent in schools. It has since been implemented in most schools through the formation of Student Councils and enactment of laws to support the same but even with that, the mass indiscipline of students in Kenyan secondary schools has continued unabated. That is why Ndaita (2016) argued that there has been an increase in wanton destruction of property and lives lost. This has therefore created a big concern for teachers, head teachers and stakeholders. No wonder the government of Kenya in the year 2008 set a taskforce to deal with the issues and causes of indiscipline. This state of affairs makes one wonder whether the rules and regulations are effective in enhancing discipline.

Kiende (2019) reported that five female teachers at Kirimoni Primary school in Samburu were ambushed and beaten up by pupil in class six who were armed with clubs and machetes. Another case happened at Chalbi boys' high school in Marsabit where students stormed the staffroom and attacked six non-local teachers, injuring two of them seriously (Kiende, 2019). This implies that schools are still faced with indiscipline cases and the current methods used in management of discipline may not be effective thus leaving teachers in a dilemma of management of discipline.

Kagema and Irungu (2018) in a study observed that lack of discipline among learners is a reflection of values and morals of their society. If there is no social order in the society it will be reflected in the school. This therefore implies that if there are social problems like crime and drug abuse in the society they are likely to be taken to school by learners thus posing a challenge in management of pupils' discipline. The ministry organized a refresher course for head teachers and their deputies in administration. The cabinet secretary did not include the teachers who are also involved in management of discipline and most of the indiscipline cases take place in the classroom, it is expected therefore that the teachers might face various problems in management of discipline.

Discipline is widely acknowledged to be essential for creating a peaceful school climate thus leading to sound academic performance. It is a basic requirement of successful teaching and learning in schools and necessary for effective school management and accomplishment of its goals (Simba, Agak, & Kabuka, 2016). Several studies have been done on secondary school student discipline. These studies include those based on bullying (Njeru, 2016); on methods used to manage students' discipline (Mugo, 2014) and challenges faced by secondary school principals in maintaining discipline (Munyao, 2014). Despite these, there is still an outcry on the behaviour of some of the students in some secondary schools and could be the causes of indiscipline among some students.

Secondary schools in Kenya have experienced unrest and indiscipline, over the years since independence in 1963 (Republic of Kenya, 2011). School indiscipline can be as unruly acts and behaviour, acts as lawlessness and

disobedience to school rules and regulations (Ali, Dada, Isiaka & Salmon, 2014). School indiscipline is a multifaceted phenomenon regarding its displays, and causes as well as its meanings and functions in the social, psychological and pedagogical fields (Ali, et al., 2014).

It is therefore observed that some parents appear to have denied parental roles or responsibilities towards their children. If the teachers are frustrated and lack motivation in them, they are not likely to motivate others to learn or occupy their time in providing adequate facilities or equipment in the school (Ibrahim, Osman, Bachok, & Mohamed, 2016).

The government through the Ministry of Education has been setting task forces to investigate the causes of unrests. The cases of unrest in secondary schools were witness in Baringo County in 2016, which threatened to paralyze education in the county. Thirteen schools were closed indefinitely, more than 9 of them made their way to the county education offices to air their grievances and 15 were contained (MOE, 2016) in Baringo County as compared to neighboring Elgeyo Marakwet, Uasin-Gishu and Nakuru counties. However, in 2019 two cases of unrest were reported in Baringo County.

The Ministry of Education Science and Technology, recommends; the election of the students' council by the students themselves, students to be represented in the Board of Management meetings by the student leader, students to participate in the National Holidays' celebrations, among other levels of participation. This is not fully exercised in secondary schools in Baringo County, and this, among other reasons, has contributed to students' indiscipline

in the public schools in this area (MOEST, 2017). In Baringo County, sources from district education office (2010) indicate that from 2007-2010 over 10 schools had major indiscipline cases for the period from mid-June 2008 to the end of July 2008. This study therefore seeks to establish administrators' practices influencing student discipline in public secondary schools in Baringo County, Kenya.

Despite the efforts by the stakeholders to instil discipline in schools, such as strengthening of Board of Management to deal decisively with this problem and training of administrators and teachers through workshops, indiscipline has persistently remained a big problem in public secondary schools in Kenya and Baringo County is not an exception. This therefore formed the basis for the study to determine the administrators' practices influencing student discipline in public secondary schools Baringo County, Kenya.

1.2 Statement of the Problem

Management of discipline involves the management of learners' behaviour within and outside classroom. Management of discipline is important because it ensures the learners display acceptable behaviour and follow set rule and regulations, this helps to create a positive learning environment and smooth running of school activities. Management of pupils' discipline has continued to face challenges due to emerging issues like drug abuse by pupils since research shows that the drug abuse age has gone down to 10 years, other pupils indiscipline behaviours include; fighting, bullying, lateness, absenteeism and drug trafficking. Observation by stakeholders on emerging cases and causes of

indiscipline is that the emerging cases of indiscipline bring with them new challenges in management of pupils' discipline.

The government through the Ministry of Education identified guidance and counselling programmes and services as a comprehensive alternative disciplinary mechanism for schools (Kavula, 2014). Other methods included giving rewards to pupils, depriving pupils of privileges, enforcing classroom rules and making parents face up to their responsibility so that there can be discipline in schools. Despite the use of these alternative methods, the disciplinary cases are yet on rise (MOEST, 2005).

Bita (2015) attributes this to the ban of corporal punishment. Most schools also lack the facilities to carry out guidance and counselling, for instance have no rooms where guidance and counselling can take place and those that have rooms sometimes they are situated in areas where pupils feel embarrassed to seek the services. Most teachers also have little training in guidance and counselling (UNESCO, 2012). Busienei (2012) in a study on behaviour management in Eldoret observed that cases of indiscipline have not reduced in school with the use of alternative methods.

Principals are viewed as central in the creation of effective school administration in which student discipline is motivated to strive for continuous improvement in the quality learning. Discipline is a rudimentary ingredient that plays a crucial role in school systems which insists on upholding the moral values of students. The culture of students' indiscipline is rampant among secondary schools students not only in public secondary schools in Baringo

County, Kenya. This is in spite of government and schools efforts to curb it through instituting strategies such as; principals' democratic leadership, proper means of communication, involvement of student council' body in decision making process and strengthening of guidance and counselling department in schools. The problem of indiscipline in schools has persisted over the years. These acts have been carried out either individually by the students or as a group, which results to rioting or revolts. There is no doubt that school indiscipline generally militates against effective teaching and learning and production of useful acceptable members of the society.

Community or society influence contributes to indiscipline among students in the form of uncomfortable environments where the students are scared of their parents (Ibrahim, Osman, Bachok, & Mohamed. 2016). There has been an outcry of indiscipline in secondary schools in Kenya. In response to this, the Government has set committees and commission to look into causes of indiscipline in Secondary schools. While many studies have demonstrated the importance of the principal making informed, supportive decisions regarding rules, guidelines, and procedures within the school (Swain-Bradway et al., 2014), research regarding the administrators' involvement with student discipline is inadequate. Hence, this study sought to examine the administrators' practices influencing student discipline in public secondary schools in Baringo County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of administrators'

practices on students' discipline in public secondary schools in Baringo County, Kenya.

1.4 Research Objectives

The study was guided by the following objectives;

i) To establish the extent to which administrators' enforcement of rules and regulations influence student discipline in public secondary schools in Baringo County.
ii) To determine the influence of administrators' management of peer pressure on student discipline in public secondary schools in Baringo County.
iii) To examine how the administrators' involvement of students in decision-making influences student discipline in public secondary schools in Baringo County.
iv) To establish the extent to which administrators' management use of social media influence students' discipline in public secondary schools in Baringo County.
v) To determine the extent to which administrators' mode of communication influence student discipline in secondary schools in Baringo County.

1.5 Research Hypothesis

The following research questions guided the study;

H01: There is no statistically significant relationship between administrators' frequency of enforcement of rules and regulations and students' discipline in public secondary schools in Baringo County, Kenya

H02: There is no statistically significant relationship between management of peer pressure and students' discipline in public secondary schools in Baringo County, Kenya

H03: There is no statistically significant relationship between administrators' involvement of students in decision-making and students' discipline in public secondary schools in Baringo County, Kenya

H04: There is no statistically significant relationship between administrators' management of use of social media and students' discipline in public secondary schools in Baringo County, Kenya

H05: There is no statistically significant relationship between administrators' mode of communication and students' discipline in public secondary schools in Baringo County, Kenya

1.6 Significance of the Study

This study is valuable to the management of both private and public secondary schools since it seeks to provide vital information about discipline in secondary schools. This in turn may help the Principals, Boards of Management, Deputy Principals, Sub-County Education Directors to determine suitable ways in dealing with indiscipline in the education sector.

The Ministry of Education, Science and Technology may use findings in their bid to deal with indiscipline in schools and improve the education standards The

Kenya Education Management Institute (KEMI) may use findings to develop a curriculum to enhance the capacity of the education administrators, this may help to reduce school indiscipline cases.

1.7 Limitations of the Study

Limitations are potential weaknesses in a study and are out of one's control (Leedy & Ormord, 2010). Limitations of the study include;

The major limitation that this or any other case study would face is that it is context bound which limits generalization to other contexts. There is therefore, need for replication studies in other schools in Kenyan County settings to establish if the findings of this study are robust and also, to identify any differences between the County contexts.

The study anticipated that some respondents would withhold pertinent information for confidentiality reasons. The researcher however assured them that the study is meant for examination only and the sources would not in any way be disclosed.

Another limitation of this was that school administrators (principals) and teachers could have assumed that by acknowledgement of the existence of indiscipline could have skewed the results of the study. Nevertheless, the study was based upon answers given from self-administered questionnaires and study participants assured of confidentiality. In general, they were thoughtful forthright, and were considered to be honest in providing accurate data.

1.8 Delimitation of the Study

This study focused on administrators' practices influencing student discipline in public secondary schools in Baringo County. This study restrained to cover only public secondary schools in Baringo County, leaving out private secondary schools in Baringo County. The respondents were principals' class teachers and student leaders in public secondary schools in Baringo County.

1.9 Assumption of the Study

In the study the researcher assumed that:

1. Schools have put in place mechanisms to control students' discipline.
2. Stratified proportionate sample was representative of the population and the respondents answered questions correctly and truthfully and all research instruments were returned in good time.
3. The study respondents who are principals', class teachers and student leaders would give adequate response to the research questions.

1.10 Definition of Significant Terms

Administrators Enforcement of Rules and regulations refer to implementation of the set of guidelines by principals and deputy principals whether flexible or rigid, clear or unclear, put in place in order to maintain the discipline in public secondary school.

Discipline refers to the means by which school staff maintains order and regulate the behaviours of students, involving rules that govern behaviour inside and outside the institution, including the socialization processes that happen in the school.

Administrators' practices refer to principals' and deputy principals' attributes that influence students' discipline in public secondary school such as enforcement of rules and regulations, mode of communication, management of peer pressure and involvement of students in decision making.

Management of peer Pressure refers to the way the school manage the influence on a peer group, observers or individual exerts that encourages others to change their attitudes, values, or behaviours to conform to groups. Management of peer pressure includes managing social and religious groups; dressing and forms of entertainment.

Management or control of Use of Social Media refer to ways administrators manage means of communication, such as internet, websites through phones and computers, radio and television, newspapers, and magazines, which influence student discipline.

Principal's mode of communication refers to the medium through which principal transmits messages to the teachers and students in a school using official letters, circulars, memos, notices, minutes and reports, printouts or dialogue.

Student leader refers to any student who takes on the responsibility of spreading knowledge through inspiration and campaigns.

Students' participation in decision making is where the students are involved in the day to day activities of running of the school and is involved in major decision-making processes in the school.

1.11 Organization of the Study

Chapter one lays the foundation for the study. It contains a background of the study. Other areas covered in the section are; statement of the problem, research objectives and questions, significance of the study, limitations and delimitations of the study, definition of key terms and organization of the study. Chapter two presents literature review with respect to rules and regulations, peer pressure, involvement of students in decision making, social media and principal mode of communication and a summary of gaps. Theoretical framework and conceptual framework are also discussed. Chapter three describes the research methodology for the study. It also comprised of the target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures , data analysis techniques, and ethical consideration. Chapter four have the data analysis, presentation and interpretation. Chapter five consist of summary of the study, conclusions, recommendations of the study and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter presents the literature regarding student discipline in public secondary schools from global, regional and local perspectives. It presents literature review with respect to rules and regulations, peer pressure, involvement of students in decision making, social media and principal mode of communication and a summary of gaps, theoretical framework & conceptual framework.

2.2 Concept of Student Discipline in Secondary Schools

Nayak (2014) Cotton, 2016; Stewart (2016) defines discipline as the submission of one's impulses to self-imposed regulation, referred to as individual self-discipline. This study argues for this type of discipline in secondary school where the students are guided to formulate their own rules and regulations to guide their behavior. They are able to choose the right thing to be done. The rules should not be imposed by the teachers or the administration. The students are able to control their behaviour and be disciplined when given the opportunity to do so. Discipline is categorized into two types, that is, corrective and preventive discipline.

Nakipodia (2010) carried out a study on teachers' disciplinary approaches to students discipline in Nigerian secondary Schools and found that indiscipline is a growing problem in Nigerian secondary schools. Marais and Meier (2010) reported that teachers in South Africa are becoming increasingly distressed

about disciplinary problems in schools. Similarly, Schneider, Stueve and Coutler (2012) conducted a study in Tanzania on the use of social media among adolescents and found that youth access the internet mainly through electronic devices. The students using social media technologies lead them become addicted to indiscipline in schools hence poor academic performance, lack of morals, neglect of studies, violence, identity crises, dressing code among many.

Indiscipline among students affects student academic performance. Scholars have written more on indiscipline among pupils and its effects on learning outcome and their progress in schools. Discipline in school is a very important aspect towards academic excellence, while lack of it usually gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment Njoroge and Nyabuto (2014). It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators. Jacobs, Vakalisa & Gawe (2011) expressed cooperative learning if academic performance is to be achieved among students. Indiscipline occurs in all schools (Soet, 2005). This is confirmed by (Njoroge, 2012) when he states that every school experience cases of deviant behaviour. Indiscipline problems take one form or another, for example go-slows, sit-ins and boycotting classes (Republic of Kenya, 1991; MOEST, 2001).

According to the Republic of Kenya (2008) the cases of indiscipline that affect secondary schools are common. However, although there are common types of discipline problems experienced in secondary schools, the preference of particular forms of indiscipline depends on several factors like the type of

school; whether girls school, boys school or mixed school and whether found in the urban area or rural area. As a result, different studies have 'come up' with different indiscipline problems that are termed common. Mugo (2015) identified insubordination or rudeness as the most common problem experienced in secondary schools. The study explains that this results from lack of a positive climate in the schools.

Muratha (2013) notes that types of deviant behaviour in secondary schools include theft, negative attitude, lateness, drug and substance abuse and noise-making. Njeru (2004) gives the most common problems found in boarding secondary schools as stealing, disobedience to teachers and fighting respectively. Mugo (2015) identified a more comprehensive list of problems commonly experienced in public secondary schools. These include vernacular speaking, being rude to teachers, being late to go to school and also to go to classes, drug abuse, use of abusive language, not doing homework, stealing from fellow students and fighting.

Sanchez, (2007) says that students should be guided through offering them with advice to show them the right direction. Setting limits and giving guidance are the main issues during this period to shape their behaviour positively. Adolescents are confused and mixed up about who they are and what they want to do. Counselling should be done to offer the students with advice and cautioning them those who may have gone astray or out of control. A student should not be forced to obey, the alternative is to always encourage and influence him. Strengthening of guidance and counselling department in any

school assists the errant students very much hence the best way of arresting unrest. Students should be encouraged to work through disagreements by not suppressing them; they should have freedom to seek assistance from teachers when faced with problems and after counselling students should have freedom to choice of next course of action as opposed to being forced to take certain actions (Muriithi, 2013).

Ouma, Simatwa, and Serem (2013) define discipline as the actions by management to enforce organizational standards. Across the world acts of student's indiscipline has multiplied causing great concern among education administrators, teachers and stakeholders (Njoroge & Nyabuto, 2014). The school discipline problems present themselves in form of drug usage, cheating, insubordination, truancy, intimidation which results into countless classroom disruptions. This is in conformity with Nene (2013) who states that learners are becoming unrulier and less respectful than they used to be in the past. Njeru (2016) further agrees that discipline helps in creating an orderly environment.

Corrective discipline follows infringement of the rules and aims at discouraging further infringement of the rules. Preventive discipline prevents violation of school rules and is aimed at achieving self-discipline (Okumbe, 1998). In order for the educational managers to help develop self-discipline in students, they need to accord them the opportunity to participate in the decision-making process in schools. Giving adequate opportunity to the students to share responsibility and participate in planning school activities on a cooperative basis help them develop self-discipline (Nayak, 2014). The teacher or the head

teacher helps and guides the students where necessary. The students are able to control their own discipline and that of the students' body as well.

Effective discipline helps in the achievement of goals, expectation and responsibility in students (Njoroge & Nyabuto, 2014).Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. By definition discipline refers to the ability to carry out reasonable instructions or orders to reach appropriate standards of behaviours. It is understood to be that abstract quality in a human being which is associated with and manifested by a person's ability to do things well at the right time, in the right circumstance, without or with minimum supervision (Ngonyani, 2019).

Students and discipline are two sides of the same coin. A student must be punctual, sincere and honest to his duties; must not shirk or delay the assigned work. Such children are the real asset of a nation. It is entirely in the hands of the parents, teachers and society to shape their children in the manner they like. Discipline and punctuality should be inculcated in them by constant training and practice (Abooki, 2010). By discipline, we mean developing of some good habits and integrally imbibing them. Regularity, punctuality, decency, good manners and proper behaviour are part and parcel of a disciplined life.

In developing countries where students have a lot of issues during academic journey have a new story for the researcher to dig out much more interesting

results. Time management practices have an impact on the results of students as empirical studies done by past researchers. In spite of knowing about the impact of time on student discipline, this relationship is not given importance by the students (Sevari & Kandy, 2011).

Time Management disciplines are valuable for doing revision for examination. It is important for a student to have effective strategies to manage their time to balance the conflicting demands of time for the study. Sometimes it may seem that there is not enough time to do everything that we need to (Uche, 2010). This can lead to a buildup of stress. When students are revising for examinations or during final year when students have to combine the pressures of intensive study with finding time to apply for their task good management of time are particularly important. Once students have identifiable ways in which to improve the management of time, students begin to adjust their routines and patterns of behaviour to reduce any time-related stress in their lives.

Maphosa (2011) indicated that, denial of privileges was a disciplinary measure which was used to deal with minor cases of misbehavior and he further stated that, this measure was punitive and retributive and therefore in line with the retributive theory of punishment. According to Maphosa and Kuttickatu (2011), in dealing with minor forms of misbehaviour, measures such as denial of privileges was found to be the most common disciplinary measures as student respondents reported. Iselin (2010) stated that, suspension from school was effective in removing a problematic student from school, providing temporary

relief to frustrated school personnel and raising parental attention to their child's misconduct.

Suspended students from school believed that, suspensions were applied too liberally, without adequate evidence, and were unduly harsh (Brown, 2007). Suspensions from school were not helpful and that being suspended increased the likelihood of a student receiving future suspensions. Some students perceived suspension from school as an officially sanctioned school holiday (Dupper, Theriot & Craun, 2009). This indicated that, some of the students who misbehaved actually preferred to be suspended and to be out of school. Lewis et al. (2010) asserts that, behavioural problems within United States public school contexts were generally handled by the suspension of students from school, especially those who were deemed to be disruptive. He also indicated that this practice was in a large part due to the widespread and contentious adoption of the rigid zero tolerance approach to discipline. Maphosa and Kuttickattu (2011) have said that, suspension from school was used to deal with major forms of indiscipline and that the rate of suspension from school was high in some South African schools.

A strike is an expression of an individual or group's anger to pressurize for the attainment of his/her group. There are two types of strikes, the mild strike and the violent strike. The mild strike can be controlled since the parties concerned only need an explanation and advice or guide and counselling for them to cool down. Violent strike is accumulation of several mild riots and the students now set off to stage their anger wildly (Ndakwa, 2006).

According to Mwangi and Birgen (2008), talks on school violence that rocked schools in Kenya and Uganda during the first half of the year 2008 are blamed on peer influence, bad parenting, laxity in teaching service, sloppiness in the Ministry of Education and rivalry in private schools owners. Other people have blamed it on media, the mobile phones, pocket money and drugs. In Uganda, investigations conducted revealed that students as young as 12 years old have admitted torching their own schools, sometimes for what seems as petty reasons. A 12 year old admitted having committed the offence because he did not like the school whereas a13 year old, as a revenge for having been chased from school for cheating in exams. Other causes of arson in schools have been retaliation by students over suspension.

In Kenya, Gakure, Mukuria, and Kithae (2013) found that the indiscipline cases include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma et al., 2013). Despite the enormous efforts made by the government, school management and administrators to control indiscipline, the level of indiscipline in schools is still on the rise in Kenya (Kukali & Kabuka, 2009). Each year witnesses secondary school students going on rampage or becoming violent over trivial issues which people think can easily be solved through dialogue. The issue of sneaking in cell phones in schools, cheating in exams and strikes are key indiscipline cases which have not been fully curbed by institutions.

Discipline is an important component of human behavior. Many people take discipline to mean punishment. Student discipline entails behavior of students in all aspects of the school which influence the smooth running of the school (Bakhda, 2004). Nayak, (2014) defines discipline as the submission of one's impulses to self-imposed regulation, referred to as individual self-discipline. This study argues for this type of discipline in secondary school where the students are guided to formulate their own rules and regulations to guide their behaviour. They are able to choose the right thing to be done. The rules should not be imposed by the teachers or the administration. The students are able to control their behaviour and be disciplined when given the opportunity to do so.

2.3 Enforcement of School Rules and Regulations and Students' Discipline

A majority of secondary school students are in their adolescence which has been noted to drive them into deviancy besides a poor relationship with adults (Kirioba, 2012). Harris (2010) study on discipline among learners in a state funded secondary school in Oxford, United Kingdom established that the collapse of discipline in the classroom, and classroom hooligans was an indication of students disrespecting examination rules and regulations. In South Africa, Sithole (2008) found out that student involvement in decision making especially in as far as formulation of school rules is concerned was debatable.

As students from various socio-economic backgrounds meet in the school environment; the need to observe rules and regulations becomes imperative so that order, discipline, and conducive learning environment may be created. Saya

(2005) argues that rules are very important because they help to set academic excellence and also contribute to all round development of students. In Kenya, the Education Act permits the authority structure in any school to make administrative rules pertaining to the discipline of the students and to prescribe appropriate punishment for breach or non-adherence to such rules (Republic of Kenya, 1980). The purpose of the school rules is to create a safe and warm environment (Kiprop, 2012).

All students and teachers are supposed to be familiar with the rules and it is the first thing students are given whenever they join a new school. Not knowing the school rules can be termed as defiance of authority and is punishable in some schools. Shannon and McCall (2005) indicate that rules should not be very restrictive because students like adults resent unrealistic restrictions and struggle against them. Human Rights Watch (2005) adds that when the rules are broken specific punishment given should be immediate, appropriate and remedial.

Pass (2007) suggests that the students can be encouraged to come up with rules that could be incorporated in the old school laws. This would give them a feeling of ownership since they will view them as their own creation and thus strive to obey them. Students are far more likely to internalize and respect rules that they helped create than rules that are handed to them. Pass (2007) notes that such involvement must be genuine and should include all students and not limited to just a few students in student government. Such students may be least likely to

challenge the rules in the first place. It is the role of the student councils to observe that other students follow the school rules (Sigafoos, et al. 2006).

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means adherence to classroom rules which prohibit noise making in class. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning and that they are violating classroom rules (Mitchell, Wylie & Carr, 2008).

Rules are defined as a set of explicit or understood regulations or principles governing conduct within a particular activity or sphere. These include what the group regards as a socially acceptable pattern of behaviour expected in every individual of the group (Harris, 2010). Regulations, on the other hand, are orders made by the authorities with a course of law intended to promote order and efficiency in an organization (Ndeto, 2015).

School rules and regulations are among the strategies designed to instil good conduct to the students; these imply self-control, orderliness, acceptable behaviour and obedience to the school authority (Adams & Gardiner, 2003). Also, rules and regulations are set to maintain proper governance and build respect among the teachers and the students. Also, discipline aims to educate and nurture values of tolerance, respect, and self-discipline in the

learner rather than to victimize, belittle and dominate those who are under the said rules and regulations (Gottfredson, 2009).

After interviewing the students about what think of the strict implementation of school rules and regulations, Raby (2012) revealed that most of the students that were part of his study understand that punishments, school rules, and regulations are effective in remediating one's misbehaviour and therefore improving the school's order. He also added that the following serve as motivators to improve students' sense of responsibility and intellectual ability. Ololube, et al. (2018) after conducting a study on how students view the strict implementation of school rules and regulations, revealed that majority of her respondents did not agree with the idea of the implying strict disciplinary measures because according to most of the students interviewed, they do not like the idea of something, like school authorities and school rules and regulations, controlling their lives.

Furthermore, in Cotton (2000)'s study about "The Modes of Students' Control in Public Schools in the United States of America", he added that it has become a habit to some of the students, secondary students to be specific, to break the school rules and regulations impunity resulting to a bigger consequence like having a poor academic result. Consequently, he recommended using an open-minded approach—letting the students take part of the decision making with regards to the implementation of the school rules and regulations—to effective school rules and regulations as a way of minimizing unwanted behaviour in schools.

Grossnickle & Sesko (2006) emphasized that lack of discipline among students is largely a reflection of attributes, practices, and values of their society. This was evident in the conceptual framework where student adherence to school rules and regulations were found to be reliant on the parental upbringing and social environment as intervening variables. Besides, he appended that despite of having a strict implementation of school rules and regulations, it still has not been enough and/or truly effective in maintaining discipline and good academic performance among the students.

School rules and regulations play a vital role in maintaining and improving discipline among the students including their academic track thus preparing them for what if ahead in the future. Effective discipline affects not only the students, but also the teachers and the parents in developing the characters of each individual that will soon help in the progress of their mental and psychological health. Adams (2003) and Gottfredson (2009) share the same thoughts that school rules and regulations aim to plant and nurture the values of tolerance, respect, and self-discipline to the students.

American Institutes for Research (AIR) and Cotton (2000) had the same study that some factors, suspension, and expulsion, for example, can affect the social-emotional development and academic performance of the students, therefore, exposing the real reason for the existence of school rules and regulations. This is supported by Nkarichia (2019) in which he added that the attitude and/or the number of violations of a student can reflect practices and values of his/her school; in connection to Khuluse (2009) study wherein he explained the

difference of having a strict implementation of school rules and regulation and not. In Ololube, et al (2018) her respondents do not approve the strict implementation of school rules and regulations thus supporting Nkarichia (2019) conclusion where he revealed that having a strict implementation of school rules and regulations, has not been enough and/or truly effective in maintaining discipline and good academic performance of the students.

On the other hand, Raby (2012) contradicts Ololube, et al (2018) study about the students' perception of the strict implementation of school rules and regulations. Ololube et al (2018) respondents think of school discipline as a hindrance to what they can do whereas Raby interviewees treat the school rules and regulations as motivators in improving their sense of responsibility and intellectual ability.

At last, Cotton (2000) recommended using an open-minded approach by involving both the students and the teachers in deciding about the school rules and regulations to minimize the chance of the students doing the unwanted behaviour and actions in school.

Khuluse (2009) added that a school without an effective discipline is unmanageable and often results in unmotivated and demoralized educators which in return lead to the students' poor academic performance and attitude. In return, when there is an effective discipline in a school, effective teaching and learning will take place thus leading to a more appealing environment that will help towards a more positive academic achievement and a better attitude among the students.

The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher's success or failure in his tasks. Teachers do not generally want to give control to their students especially on matters of discipline. They are instructed that the mark of a good teacher is the teacher who controls the class (Taylor, 2007). The amount of control that teachers have in the class is often seen by the administration as a measurement of the quality of a teacher. Administrators are usually happy if a teacher never sends a student to the office and interpret this as proof that the teacher is in control and must be doing a good job thus the students are disciplined (Barrett, et al 2012).

Students that engage in disruptive behaviour cause disciplinary problems in the classroom and have negative effects on student, it may also lead to low achievement. There are many academic and behavioural problems regarding students that face teachers in the classroom and has a direct impact on the teaching – learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom vandalism, disobedience, aggressiveness, refusal to do tasks and school works. There is no instruction without any problems, as long the classroom has different achievement factors, and different personality (Barrett, et al 2012).

A study carried out in Zimbabwe by Nkarichia (2019) on how attitude plays an important role in predicting behaviour among secondary school students showed that the knowledge of how students perceive rules and regulations and their readiness to embrace them can help in determining if they instill discipline in students or not. Nkaricha proceed to say that attitudes impel students to react to objects, situations or propositions in ways that can be called favourable or unfavourable. This can also be termed as an atmosphere created by an individual towards another individual, object, subject or even surroundings. The sample study consisted of 10 secondary schools, 50 students randomly sampled and 10 teachers who were purposively sampled according to the subjects they taught.

The most popular approach was that students must remain passive and receive instructions from parents and teachers and this led to student protests (Sithole, 2008). Notably, Alutu and Aluede (2006), states that in Nigeria both youths and adults act without moral scruples due to broken down value systems hence both youths and adults can engage in examination malpractice regardless of the grave consequences it poses to social, political and economic structures of the nation. In Uganda Kiggudu (2009) observes that although schools had written rules and regulations, students did not participate in their formulation. Some rules and regulations required modifications and others lacked consistency in their implementation which raised students' anger leading to strikes.

Jeruto and Kiprop (2011) posited that although there were attempts to include students' views in decision making, such attempts were only tokenistic and did not extend to core issues of school rules and regulations. Ajowi and Simatwa

(2010) said that strict supervision of these examination resorts in inciting other students to cause havoc so that they will have excuses why they fail to perform. Though examination malpractice is neither a recent phenomenon nor is it peculiar to many developing countries such as Kenya, the prevalence is alarming. This prompted the government through KNEC to formulate more rules and regulations for governing examination (Wasanga, Ogle & Wambua., 2012).

Thus, principals were given the responsibility over their examination centres, no teachers or visitors are allowed within the school during examinations, and that all supervisors and invigilators should be vetted by the TSC to ensure they have no criminal records (Aroko, 2016). Laziness as key disciplinary problem, students seem not ready to sit for mock examinations and other examinations, and they felt unprepared. The maintenance of discipline in a school depends on how effective the set rules and regulations governing are. Students should be aware of the consequences of breach of these rules and teachers should ensure that these are enforced to the letter (Sithole, 2008). Secondary schools in Kenya thus have different rules aimed at regulating students conduct and enhancing discipline. There are academic as well as non-academic rules.

Kabandize (2014) carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through prefect bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2000) also argued that the best results could be obtained through vigilantly reminding students

about rules and regulations of the school and monitoring their compliance with them. However it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defence. The consequences from such undisciplined behaviours may result into poor students' academic performance.

According to Adams (2013), schools rules and regulations are among the strategies designed to instil good conduct of students. This implies self-control, orderliness, good behaviour and obedience to school authority (Adams, 2003). Also on admission, schools especially at secondary level, students are given prospectuses, which spell out some of the expectations which include compliance with rules and regulations (Adams, 2003).

Du Plessis (2008) carried out a research titled Exploring Secondary School Educator Experiences of School Violence in South Africa. The research found that one of the scariest issues for teachers is dealing with confrontational students in the classroom. While confrontations did not occur every day in every classroom, most secondary school teachers had to deal with a student who was acting belligerent and speaking out in their classroom. This research was carried out in South Africa, a different geographical setting from the one to be used in the current study and this has different implications on the findings.

Johns Hopkins University researcher Gottfredson (2009) analyzed data from over 600 of the nation's secondary schools, he found that the following school

characteristics were associated with discipline problems: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching (Gottfredson, 2009). After reviewing dozens of studies on student behaviour, McKenzie and Rutto (2008) agreed with many of the Gottfredsons' conclusions. Orderly schools, they noted, usually balance clearly established and communicated rules with a climate of concern for students as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infractions than large schools typically have.

Rono (2006) conducted a study on the use of guidance and counselling in managing student discipline in public secondary schools in Eldoret Municipality. The findings revealed that a school administrator’s job in the realm of student discipline is much like the combination of judge and jury. A school administrator listens to all the evidence and makes the best possible decision that he or she can make in handing out a reasonable consequence. However, this was found to be very challenging.

All students start their day by deciding what to wear to school. Some school children are limited to specific regulated clothing such as uniforms, and others can wear almost anything. With the impact of school indiscipline and awareness

of academic achievement, uniforms and strict dress codes in public schools have become topics of interest to school boards and administrations Osher (2010). School administrators want reform to improve school climate (Velasco, 2012). They want performance to rise and behaviour problems to deescalate.

Are mandatory school uniforms the answer? Will there be less behaviour problems in the classroom if a strict dress code is in place? Some have linked clothing with violent school crimes (Way, 2011). For example, the school shootings at Columbine High School in 1999 were committed by students wearing trench coats. These coats are conducive for concealing weapons or even drugs. People also associate gang type clothing such as colour coded bandanas, and coats that display gang emblems with violence. Sometimes the colour of clothing that student's wear can result in becoming targets of intentional or unintentional violence. Also students may envy other children's dress code and find they cannot afford clothing of similar styles (Sara, 2020). This can result in feelings of inferiority and resentment.

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Many students and teachers assert that dress codes impede their constitutional freedom of expression. Historically, the court has not shared the viewpoint of the teacher and student. Instead the court has determined the rights of the school, to create a safe and distraction free learning environment, outweigh the rights of the teacher and student (Lunenberg, 2011). The controversy surrounding dress codes does not end there. Arguments have been made suggesting that dress codes perpetuate gender discrimination (Smith, 2012). Female students are viewed as a source of distraction for the males. In recent years, dress codes have faced opposition from individuals wishing to express their religious affiliations through their attire remain strong.

In Kenya most students tend to have a negative attitude towards school rules and regulations (Kamau & Njenga, 2009). This is attributed to the fact most students at this level are usually in their adolescent stage where they develop a rebellious attitude towards what is even meant for their benefit. This can have a negative effect over the implementation of school rules and regulations. Kamau and Njenga (2009) conducted a study on how negative attitude hinders effective implementation of school rules and regulations in secondary schools in Kenya, case study of Kiambaa Constituency, Central Province. They stated that right attitude formation is a core part in the implementation of school rules and regulations. Formation of favourable attitude is central to the education process. The study sample consisted of 7 secondary schools in Kiambaa Constituency, fourteen teachers purposively sampled and 150 students randomly sampled. The result of the finding concluded that the attitude of a teacher and students matter a lot in the implementation of school rules and regulations.

Nkarichia, (2019) conducted a study on challenges principals face in enhancing student discipline in secondary schools in Tigania District, Kenya. Her findings revealed that the challenges secondary schools face when enforcing rules and regulations include political interference, parents interference, restriction by law, lack of support by superiors, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. This implies that effective methods of enforcing rules and regulations in schools are varied. The attributes, habits and other activities of parents strongly influence their children which in turn influences school discipline (Nkarichia, 2019).

Among secondary school instructors it is common to strongly encourage students to attend to their classes, so that students can learn more and gain better grades. Still, many classes experience a high degree of absenteeism. The connection between class attendances on student learning has received considerable attention, and a clear and positive relationship between class attendance and course grades has been established. In a meta-analysis based on 69 classes Credé, Roch, and Kieszczynka (2010) conclude that class attendance is the most accurate known predictor of academic achievement.

In a recent synthesis of meta-analyses, paralleling the work of Hattie (2008) in school education, Schneider and Preckel (2017) rank 105 variables that are related to achievement in higher education, and rate class attendance number six among these. The many individual studies underlying the syntheses of Credé et al. (2010) and Schneider and Preckel (2017) were conducted mostly in

lecture-based classes. In the present article, we investigate class attendance in a flipped classroom, and how it relates to test performance and student discipline.

Classroom implements a blended learning environment, and is characterized by moving information-transmission teaching out of class, filling in-class sessions with active and social learning and requiring students to complete pre- and/or post-class activities to benefit from in-class work (Abeysekera & Dawson, 2015). Course content is delivered in online video lectures, which are typically watched and contemplated by students as preparation for in-class work, where students interact with their peers and with the instructor. The literature concerning the effectiveness of the classroom is diverse and rapidly growing; for literature reviews and surveys, see Bishop and Verleger (2013); O'Flaherty and Phillips (2015); Zainuddin and Halili (2016); DeLozier and Rhodes (2016).

Due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear that the influential parents may have it terminated altogether and the student readmitted unconditionally (Okumbe, 2001). In America, head teachers are ordered to use "suspended expulsion" and he/she has no right to punish or suspend the student before summoning the parents for a conference with the school. A suspended student is even allowed certain rights by the United States Supreme Court and whenever such cases are taken to court, the principal loses.

In Kenya, teachers have been ridiculed, humiliated and fined in courts of law for disciplining students. A case in point is Murray Secondary, Taita Taveta, where form four students who had been suspended for leaving the school

without permission sued the headmistress, the chairperson of the board of governors and the Coast provincial director of education (Daily Nation 2006, September 15). The principal is restricted to a few alternative measures and often results to ineffective measures like ignoring the student misconduct altogether. In Njorua secondary, Laikipia district, three teachers were taken to court and accused of failing to stop students from burning the school dormitories (Daily Nation 2003, July 26).

The use of corporal punishment at school is one of the most debated topics in education and it poses a big challenge. Corporal punishment was out-lawed, but there are still a number of schools where it is an acceptable practice. Alston (2008) conducted a study titled Student Discipline in South Africa: Problems and Solutions. In his findings, the situation was that many educators face daily struggles in their school environment with issues of discipline. The study revealed that many educators found themselves in a position of not knowing what to do in the absence of corporal punishment. These educators were not alone in their struggle; even those educators who were committed to this change sometimes found themselves in a difficult situation

2.4 Influence of Management of Peer Pressure on Students' Discipline

Peer pressure appears to be a powerful force affecting educational choices and whether students undertake important investments that could improve academic performance or outcomes, (Abdul-Alim, 2014). Adolescents are more likely to give in to peer pressure and manifest unacceptable behaviour that may have a negative impact on themselves or on others (Gallani, 2015). Besides, Lukman

and Kamadi (2014) argue that the peer group pressure influences what the adolescent values, knows, wears, eats and learns. Bezuidenhout (2013) maintains that adolescents display disruptive behaviour in groups, not individually. Social Learning Theory posits that adolescents learn to display socially unacceptable behaviour when they interact with other people.

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They also often break the school rules to show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in antisocial behaviour (Johnson, 2012). Also according to Fosch, Frank and Dishion (2011), there are two processes that impact on the student behaviour: coercion and

contagion. Coercion is an interpersonal exchange during which the student uses an aggressive behaviour to escape experiences he/she does not like; whereas, contagion is a process in which students mutually reinforce them through aggressive behaviour and sharing their mutual emotional patterns.

Peer influence among secondary students, which is a kind of a social pressure on them to adopt a type of behaviour, dress, or attitude in order to be accepted as part of a group, affects them either positively or negatively. The work of Castillo (2010) suggested that there are students who influence others positively as they display discipline and become role models for others to emulate or negatively as they portray social problems like immoral behaviour because at this level, the youths seek to establish their independence from their parents due to new life styles, growth of unruly character epitomized by drug addiction, alcoholism, wild cat, strikes in schools and carefree sex behaviours.

Peer pressure which can bring about dropping out of school is one of the most serious important issues being emphasized by the developing governments of the world (UNICEF, 2001). However, certain factors encroach in and impede the educational progress of young people in the society. Such factors include, early marriages, pre-marital sex leading to pregnancy, socio-cultural factors, and geographical factors among others.

A research carried out by Drewry (2011) to examine the extent to which peer pressure influence school dropout in USA revealed dropouts reported significantly higher rates of cigarette, marijuana and other illicit drug usage than student who graduated from high school. According to Omollo and Yambo

(2017) they emphasized that implicit in this difference, may include the socio-economic factors like continued poverty, inadequate housing, peer influence, lack of parental guidance as well as being underserved within other services by the school management.

Besides, growing adolescents take up their peers at school as their role models as their parents are no more considered as role models to them (Ndakwa, 2013; Esiri, 2016). With peer pressure, students may be taking drugs, alcohol, tobacco and weapons, bully other students who are not part of the group or who do not fit the group, and involved in illegal gang activities (Gitome, Katola & Nyabwari, 2013; Temitayo, Nayaya & Lukman, 2014). They also often break the school rules to show their disapproval of the school authority and to challenge it therefore; they are mainly involved in antisocial behaviour (Johnson, 2012).

Adolescents are millennial and therefore their daily life at home, at school and even in their peer group is technology-driven. The new media dominate their lives (Council on Communications and Media, 2013). They are constantly involved in the "multi-tasking" process: they attend to the lesson and they also send messages, chat on the social network and even view YouTube on their mobile phones at the same time (Miller, Berg, Cox, Carwile, Gerber, McGuire, Votteler & Williams (2011). Moreover, adolescents over consume the social media, and they may suffer from behaviour risks such as bullying, click-forming, sexting, Facebook depression, anxiety, sever isolation, and self-destructive behaviours (O'Keeffe, Clarke-Pearson & Council on

Communications and Media, 2011). Adolescent behaviours are therefore negatively influenced by media in the current era of rapid technological changes (Beebeejaun-Muslum, 2014).

Besides, video games play is associated with increased aggressive behaviour from adolescents (Holferth, 2010) and an overconsumption of media violence through video games and TV causes adolescents to become more verbally and relationally aggressive with other adolescents and they develop less pro-social behaviour (Gentile, Coyne & Walsh, 2011). Also, the mass media easily inculcate deviant behaviour and practices among adolescent students who develop a wrong image of sex, love and affection and a glorified picture of violence in society (Ngwokabuenui, 2015).

Bwoginda (2011) observed that, young people are eager to participate in shared activities and to exchange ideas and opinions with their friends. This leads to the formation of stable friendship groups and the development of mutual togetherness. This forces them to identify with a peer group. Hollin (2013) observes that peer pressure has a powerful ability to influence behaviour and hence malicious actions among the youth. Notably, a new way of doing things among a group is quickly embraced by members who are loyal to group norms.

During games time and competitions within the school or during interschool competitions, it has been reported that many students indulge in petting contrary to teachers' expectations. On spotting this dangerous habit among their peers, other students never report the cases; instead they pick up and continue the malpractice (Mutua, 2011). Boy-girl relationships and sexual conduct in schools

is a disciplinary issue which is punishable by the schools' authority. Despite this awareness, students still go-ahead forming boy-girl relationships and practicing sex.

Bwoginda (2011) observed that, young people are eager to participate in shared activities and to exchange ideas and opinions with their friends. This leads to the formation of stable friendship groups and the development of mutual togetherness. During adolescence stage, secondary school students are challenged with demand for personal needs and social pressures. This forces them to identify with a peer group. Failure to conform to the group norms could lead to isolation, resulting to loneliness. This can lead to the affected student feeling desperate and depressed leading to indiscipline in the school.

The community in which the student lives may be socially disorganised. When there is poverty, low employment and education opportunities, gang activities, drug activities and crimes and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Gambo & Muktar, 2017). As a result, there is a divergence between the values of the family and the values of this disorganised community, and the school fails at synchronising them. Such a situation causes the adolescents to lack social competence such as pro social behaviour and emotional regulation (Vijila, Thomas & Ponnusamy, 2013). Besides, they may have inadequate respect for the cultural and traditional norms and manifest a low self-esteem. Adolescents with low self-esteem cannot handle their emotions and behaviour; they are disoriented (Naganandini, 2017). So, it is obvious that student indiscipline in schools is a reflection of signs of disorders in the community which surround the school and the society at large

(Ministry of Education and Human Resources, Tertiary Education and Scientific Research, 2015).

Some characteristics of the family have an impact on the adolescent behaviour at school (Oloyede & Adesina, 2013). Child neglect and abuse by family members, exposure of the child to parental criminal activities and behaviour and acts of violence, the availability and use of dangerous weapons and drugs at home, divorce or remarriage of either parent are some of the family situations that negatively impact on the adolescent's behaviour (Adigeb & Mbua, 2015; Magwa & Ngara, 2014).

Adegboyega, Okesina and Jacob (2017) add that the attachment theory explains that parental attachment affects the behaviour of the student; indeed, when the parents and the child develop negative relationships and the educators and the child develop unhealthy relationships, then the child manifests a lack of positive behaviour. Because adolescence is considered as the "storm and stress" period categorised by parental conflicts, mood disruptions and risk behaviour (Fiest, 2013), the three types of parenting styles, namely flexible, permissive and authoritarian styles have an impact on the adolescent behaviour (Garcia & Santiago, 2017).

According to Garcia and Santiago (2017), flexible parents offer warmth and control equally and therefore the adolescent understands the necessity to obey to rules and they become self-discipline; permissive parents are too kind to their children to such an extent that they accept their behaviour decisions – they cannot discipline them and, out of ignorance, they inculcate lawlessness and

anti-social behaviour in them; authoritarian parents impose rules that are non-negotiable and when children do not obey they are punished. Too much authority on the adolescent may decrease the self-concept, and the ability of problem-solving and effective communication (Rahman, Shahrin & Kamaruzaman, 2017). The family, therefore, acts as a socialising agent. It is evident that students may develop certain alienation to others at school depending on the restrictive-permissive parental behaviour dependence-independence; ascendance-submission; and cooperation-competition (Kumari & Kumar, 2017). This has an impact on the adolescents' social skills and attitudes.

Moreover, the socio-economic status of the family may influence the behaviour of the adolescent. Khaliq, Baig, Ameen and Mirza (2016) found that there is a moderate positive relationship between parental income/status/occupation and the adolescent's academic performance and behaviour. In the same vein, Sonali (2016) confirmed that students from low socio-economic status have a greater academic stress and therefore behaviour problem than those with high socio-economic status. Arum and Ford (2012) add that the broader the economic inequality and social distance among adolescents at schools, the more disruptive they are. The lack of parental involvement in the school activities also may encourage students to be disruptive. In fact, parents cannot leave the responsibility of disciplining students onto the school only; they should collaborate with the school (De Atouguia, 2014).

Parental participation helps develop a positive sense of efficacy into learners

whose self-esteem is raised and therefore, they manifest less disruptive behaviour (Garcia & Santiago, 2017; Masabo, Muchopa and Kuoth, 2017). It is thus obvious that a lack of parental participation and support in the enforcement of school discipline is likely to contribute to learner misbehaviour (Centres for Disease Control and Prevention, 2012; Khumalo, 2012). However, educators and the principal do not welcome parental involvement (Masabo, Muchopa & Kuoth, 2017) and they limit it to voluntary social events, fundraising and orientations (Chikudo, 2016; Jodut, 2015). So, there is likely to be more disruptive behaviour among students of secondary schools.

Arsons attacks in Kenya in selected public schools in 2016 started with Itierio Boys High school and later, students from more than 100 public secondary schools adopted the new behaviour (Duggan, 2016). Students of Itierio boys' high school torched dormitories because they were denied to watch world cup football matches after their daytime classes. The intentional and malicious act was quickly adapted by other schools that burnt dormitories of their schools as a way of protesting against the newly unveiled tough rules. This can lead to the affected student feeling desperate and depressed leading to indiscipline in the school.

Peer pressures among students are of various natures. According to Omollo and Yambo (2017) and Rumberge (2001) they asserted that, there are three main categories of peer influence that can lead to dropout. These include: Outside influences-brought by friends and peer pressure from other high school dropouts, lack of interest in gaining education and teen pregnancies which has

accounted for a higher percentage of girls who drop out of secondary schools. These categories can only be managed by the head of the institutions with the support of the parents and other education stakeholders. Moreover, prefects and schools guidance and counselling masters are equally key in this regard (Mudis & Yambo 2015).

Rejected students by peers are normally discontented with themselves and their relationship with other students may be wanting. Results from different researchers including Rumberge (2001), Odhiambo and Yambo (2012) and Mudis and Yambo (2015) indicated that, on average, about 31 percent of low-accepted children drop out of school compared to 9 percent of other children (National Network for Child Care at Iowa State University, 2011). Parents and the school administration may need to seek professional psychological help for children suffering from negative peer influence by establishing a strong guidance and counselling department with skilled personnel and a good religious foundation.

In considering parent-child relationship Castillo (2010) and Okoth and Yambo (2016) postulated that sometimes unknowingly, a parent may put too much pressure on their son or daughter by trying to drive them in the opposite direction as opposed to the clique they belong to and often the student can fail to meet these demands put upon him or her particularly on educational matters. Each of these problems can be resolved because education is extremely important to the victim in the future.

Furthermore, Mudis and Yambo (2015) found out that the students are bullied

by their peer they can report first to the prefects and then to the school administration that will ensure that every student has a free and fair learning environment and bullying laws are put in place to protect the innocent and press charges on the bullies no matter their age or gender.

2.5 Students' Involvement in Decision Making and Discipline

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

Student participation in decision making refers to the work of student representative bodies such as school councils, student parliaments and the prefectural body. It is also a term used to refer to the process where students participate in school governance (Chemutai & Chumba, 2014). Issues relating to the discipline of students have captured the ears of parents and other educational stakeholders.

In the United Kingdom, David (2016) noted that when students are democratically engaged as partners in every facet of institutional development a meaningful student involvement is realized. Further, the elected students' representatives should take the centre stage in school governance. In other words, the student leadership is a representative body of students elected by their peers to give voice to the opinions and desires of the students in governance matters such as policy formulation, time tabling, teacher supervisions, subject selection, infrastructural planning and peer mentoring. Through this, secondary schools are in a position to stress for adherence to rules and regulations, reduced cases of indiscipline, few strikes, reduced violence and fights amongst students, improved completion and retention rates.

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

Kythreotis et al. (2016) further state that involvement of students' leadership in

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

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

Through South African Schools Act (SASA), No. 84 of 1996 (Republic of South Africa, 2016), South Africa introduced a decentralized and democratic school

management system. According to SASA, support staff, parents, teachers, learners and principals in secondary schools may be elected to School Governing Bodies (SGBs). The SGBs overarching goal being the democratic transformation of schools in order to provide quality education (Shumane, 2016). Harper (2016) observes that in Tanzania, the role of student leaderships in governance of schools is well entrenched with a provision of other students participation in formulating school rules and regulations. Harper (2016) argues that students can become accountable in their responsibilities by practicing direct democracy, and learning by from mistakes.

American schools, like their English counterparts, seek to maintain a social order and to teach their students lessons about leadership, authority and responsibility (Koli, 2005). He also observed that there are some students in the American high schools who enjoy a more active influential role in the schools' authority system than others. Student council in American high schools is generally an official sponsored agency in the high schools which takes decisions and see that they are carried out. Participatory decision making process is recommended because individuals who participate are usually more satisfied with the decision that they have collectively made and they would enthusiastically support it. It also satisfies and motivates key players in the decision making process (Barasa, 2007). Student involvement in decision making is a concept of participatory management which is a tenet of the Human Relation Theory of Management. The theory views members of the organization as worthy components without whose effort and input the objectives of the organization cannot be achieved effectively (Barasa,

2007).Riang'a (2013) says that, prefect committee can be allowed to formulate many of the school rules and should be open to question or change. The student-teacher relationship is improved and that schools should have student councils whereby the students, together with their teachers, discuss matters affecting the school.

Calls for inclusions of students in the decision-making structure in schools have led to various attempts by the Ministry of Education to put in place structures for inclusion. The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) formed in 2009 with a view to making secondary school governance more participatory. In this new arrangement, students would be part and parcel of decision-making to ensure their interests are adopted in the administration of schools (KSSSC, 2009).

In the United States of America, a study by Fletcher (2009) shows that students' participation in school management proposals were viewed to sound radical and there was a growing awareness about their efficiency. In Britain, the involvement of students' participation in the school management has the major responsibilities to regularly monitor attendance, punctuality and group mentoring programmes (Allen, 2010). Ching, Jiar and Jaffri (2015) study on instilling discipline among students through Social-Emotional Learning (SEL) approach in Malaysia. SEL approach was seen as alternative way of cultivating morals among students.

In Finland, the law provides for the student participation in decision-making in schools. The constitution of Finland of 2012 provides for the children and young

people to participate in decisions affecting their lives among other things. Students are given the right to participate in student association, student union and student councils (Shatilova, 2014).

Other members of student councils include dining hall captains whose role is to ensure that meals are taken on time and in an orderly manner (Wanjohi, Kinyanjui, & Gitumu,2019). They are also expected to ensure that high standards of hygiene are maintained around the dining area. Games captains are primarily responsible for co-coordinating co-curricular activities with the help of the games tutor. Also, they are charged with responsibility of supplying various teams with the appropriate games gear and ensuring safety of such games equipment. Laboratory captains work closely with the laboratory technicians in ensuring that students have adequate access to the laboratories and that necessary materials are supplied. Dormitory captains are mainly characteristic of boarding secondary schools where their main role is to ensure safety of students in the dormitory. Therefore, they are expected to work closely with their dorm masters and report incidences that likely to cause harm to students in the dormitory.

Monahan (2001) states that difficulties arise when there is lack of clarity in relation to the three distinct yet linked areas of partnership, responsibility and decision-making. He says that where there is clarity regarding the responsibility and input into decision-making, there is a greater possibility of a positive and productive relationship between partners. Dowling (2003) argues that notions of partnership and collaboration must be accompanied by a clear definition for the context in which they are used. Recognizing the student as a significant

partner in the enterprise of the school requires us to discern with them how their influence and contribution can be respected and integrated into the daily life and direction of the school. Brown and Mazzarol (2009) identified that there was needs to have a clearer role definition for the student councils and its members and that adequate preparation and on-going training and development be made available to students. She argued that if school authorities were more aware of the advantages and disadvantages of membership of student councils, they would be more understanding and supportive of the members.

In Namibia, the role of students in school management is outlined in the User's Guide to the Education Code of Conduct (Government of Namibia, 2013). Students were represented through democratically elected school boards that include teachers and parents. The school boards deal with discipline, finances budgets, school fees, staff appointments, and use of school facilities. It is noted that Tanzania was one of the first African countries that provided for student involvement in decision-making in the schools through representation in decision making committees. The schools have councils whose membership and functions are specified in the National Policy on School Councils (Carr, 2015).

Provision for Student Councils in schools demonstrates respect for children's rights since they provide opportunity for them to participate in decision-making in schools. The council provides a formal, democratic, transparent, and accountable whole-school policy forum (Alderson, 2000). Student participation in decision making refers to the work of student representative bodies such as school councils, student parliaments and the prefectural body. It is also a term

used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms.

Issues relating to the discipline of students have captured the ears of parents and other educational stakeholders (Ching, Jiar & Jaffri, 2015). Working student councils should be active discussing various issues ranging from administration and discipline of students. It is advisable that school management should not infringe into the management of the students' councils (Huddleston, 2007).

Student council plays an exceptionally viable train in learning institutions. For example Christie et al (1998) noted that dynamic contribution of understudies in train process is seen as integral to having dependable outcomes. They include that co-making discipline arrangements add to possession for the understudies an impetus for long haul capable conduct. In think about examining disciplinary procedures utilized in Kenyan optional schools, Kiprop (2007) additionally found an extensive level of assertion among her subjects on student participation disciplinary issues.

Ching, Jiar and Jaffri (2015) conducted a study titled, instilling discipline on students through Social-Emotional Learning (SEL). Issues related to discipline were discussed in Malaysia and how SEL approach can used to address them. SEL approach was viewed as alternative way of cultivating morals among students. Otieno (2001) gives the following pieces of advice as regards the role of student councils with reference to discipline that classroom discipline is important for effective learning; and class student councils should ensure that

students maintain silence while in class. Sabitu (2014) did a study on students' assessment role in promoting discipline in Osun state, Nigeria. Data was collected from 500 students. Sabitu concluded that courses and seminars can be adopted in cultivating morals among students.

Otieno (2001) gives the following pieces of advice as regards the role of student councils with reference to discipline: all student councils should take collective action whenever they come across cases of indiscipline; student councils involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class student councils should ensure that students maintain silence while in class.

Nayak, (2014) advocates for self-discipline in schools and asserts that it can be developed effectively when students are given adequate opportunity of sharing responsibility and planning of school activities on a cooperative basis. The students should therefore be afforded opportunities to participate fully in planning of school activities in school. These may include decisions in planning and development of the physical and material resources, curriculum issues, school programmes, sports, clubs etc. He further contends that self-discipline grows and develops in a democracy.

Sabitu (2014) did a study on students' assessment role in promoting discipline in Osun state, Nigeria and concluded that courses and seminars should be adopted in cultivating morals among students. In Uganda, Kiggudu (2009) observed that although schools had written rules and regulations, students did not participate in their formulation. Adored school management entails

participation of students in governance through their representatives, the prefects (Njue, 2014).

Griffin (1994) supports the importance of senior students in school taking higher levels of responsibility but this should be accompanied by the right guidance from the administrators and teachers. Griffin fully supports student involvement in decision-making as an important way of enhancing student academic performance and discipline. Njue, (2014) concluded that the prefects were acting as link between the school administration and the students by implementing administrative instructions among others. The study, however, did not establish the relationship between student participation in decision-making and student discipline.

Alimi (2014) in a study done in Nigeria concluded that students' participation in the maintenance of school discipline gives them the opportunity to solve their own problem, develop the right conduct, self-control, cooperative efficiency and fairness among other things. On the same vein, Brasof, (2011) argues that solutions created with students are successful since they tend to have more students buy-in. The students know better their problems, the origin of the problems and therefore they are always in a better position to solve them. At times the students just need guidance from the teachers as they decide how best they solve their problem. This helps them to grow and develop into responsible adults. Mati, et, al., (2016) observed that student participation in disciplinary issues help them grow responsibly as well as making them accept the consequences of their own decisions and actions. This study therefore sought to

determine the influence of student participation in decision making on student discipline.

It is usually said that teachers are the greatest assets to the head who want to succeed. Ministry of Education (2000) stresses this fact by noting that the key to effective management is the ability to encourage and motivate your staff. If the relationships within the school are poor and staff feels that their efforts are not appreciated, even the most carefully planned programme for checking learners' misbehaviors will fail. This is because Indiscipline among learners in a school can emanate from poor co-operation extended by the teachers to their head teacher due to demotivation of teachers by their head teacher.

A head teacher who is not; open, sincere and honest with teachers, and who also fails to create an atmosphere of; reconciliation, understanding co-operation and good-will creates very fertile grounds for teachers' withdrawal resulting into passive support in the formulation and the enforcement of school rules and regulations. By extension, a head teacher who is not strict and fair to all his staff, have favorites among his staff, considers ethnic and unprofessional factors when delegating responsibilities and making internal appointments and others will be demotivating teachers among his staff who cherish professionalism in their teaching fraternity.

According to Ndaita (2016) and Mati, et al. (2016) prefectural system is one of the most effective ways of involving pupils directly in the administration of the school because they are constantly in touch with other students. However, a demotivated prefect body irrespective of being made-up of the best student

leaders will not be effective in its roles but rather will engage itself in disciplinary practices such as vernacular speaking against school rules and regulation. These have the effect of enhancing indiscipline in the whole school. Thus, where the administration does not have a system of motivating, supporting, and directing its prefect body, indiscipline will persist in the school.

Brasof, (2011) advised that, head teachers should not only be train and motivate their prefect body in their schools but also they should maintain close positive working relationships with the prefects. Having a close positive working relationship with prefects would mean having frequent consultative meeting of addressing challenges and problems they face, reviewing the events of the week and planning for any special activities or event in the week ahead.

Under the current Constitution in Kenya, the Cabinet Secretary is responsible for the overall governance and management of basic education. At institutional level, public secondary schools in Kenya are currently managed by Boards of Management (BOM) appointed by County Education Board (CEB) (Republic of Kenya, 2013). The composition of the BOM has representatives from various stakeholders, including one representative of the Student Council who should be an ex officio member. The law therefore, recognizes the importance of involving students in decision-making in school. The constitution of Kenya (2010) also advocates for participation of citizens in decision-making process. The other body previously involved in management of the schools in Kenya was the Parents Teachers Association (PTA), currently referred to as the Parents' Association (PA) in the Basic Education Act of 2013.

According to the Sessional paper No.14 of 2012, PTAs were not provided for in the legislation (Republic of Kenya, 2012a). Currently PA is now provided for in the Basic Education Act of 2013, and it consists of every parent with a student in the school and a representative of the teachers in the school. The executive committee of this body has a parent representative from each class and two teachers and none from among the students. This creates a gap where students are not considered as important in participating in making decisions that affect them. Yet, the Task Force on Realignments of Education Sector to the Constitution of Kenya, 2010 also recommended for student representation in the PTA meetings (Republic of Kenya, 2012b). It is not clear why this recommendation was not considered for implementation.

According to the National School Health Policy of 2009, the students should be allowed to actively participate in decision-making in all appropriate fora to express their views in matters affecting their health and education (Republic of Kenya, 2009). This policy emphasizes the importance of involving students in decision making, simply because they are fond of protesting against the decisions taken without their involvement, and in most cases these protests turn out to be violent and cause a lot of destruction and even sometimes lead to loss of human life. In the 21st century, children are much more informed of their rights and also their participation rights. The violation of participation rights could be the causes of indiscipline and unrest in schools. It was therefore important to determine the extent of student involvement in decision-making and whether lack of involvement in decision-making had any influence on student discipline. The role of student council in public schools can therefore

not be under estimated. Students' council involvement in the governance of schools is important as decisions always made affect them directly (Tikoko & Kiprop, 2011).

Interest in participatory governance in established institutions is increasing and new forms of governance are emerging with the reality compelling new ways of thinking about collective decision making (Vasurdha, 2008). Adesoji and Adetoro (2015) conducted a study in 12 universities in southern Nigeria and the respondents (Lecturers and students) were in concurrence that that student involvement in decision making was a key predictor of leadership effectiveness and ownership of the decisions arrived at through consensus. Participatory governance involves sensitization towards democratization while decentralization of school administration is the diffusion of the decision making process to include all the members of the school (Njogu, 2004). American schools just like English ones seek to maintain social order, teaching their students on leadership, authority and responsibility. Koli (2005) observes that some students in America high schools enjoy a more influential role in school authority as student councils. They are official agency making decisions and ensuring that they are carried out.

Musyoka (2011) cites Katz and Kahn (1966) who aver that democratization is the extent to which all members share accountability and administrative processes. Mule, Kalai and Mulwa (2017) in a study on principals' characteristics that could influence their involvement of students in decision making observed that different forms of involvement in governance could be

employed. These include student councils, peer supporters, peer mentors, school clubs and societies.

Vibert and Shields (2003) examine student engagement conceptually as an inescapably ideological term, and thus assign differential meanings of student engagement according to three ideological lenses: 1) a techno-rational lens 2) an interpretive/ student-cantered lens, and 3) a critical/ transformative lens. These different ideological lenses yield different educational and Political consequences. I conceive of student engagement through the critical/ transformative lens; hence, I see student leadership as a means of providing possibilities for a just and equitable education system. Vibert and Shields' (2003) identification of ideological lenses is complimented by McMahon and Portelli's (2004) conception of three popular notions of student engagement: 1) The conservative or traditional conception; 2) The liberal or student oriented conception; and 3) critical-democratic conception of engagement. The conservative or traditional conception envisions student engagement in a hierarchical, narrow or limited way. As enacted, engagement is generated through the interactions of students and teachers, in a shared space, for the purpose of democratic reconstruction, through which personal transformation takes place (McMahon & Portelli, 2004). This conception of engagement is one that recognizes the capacity of students and educators to co-construct the educational

Most countries that are signatories to the UN Convention on the Rights of the Child have recognized that children should have the right to express

their views on all matters that affect them. Accordingly, they have made statutory provisions for children to participate in decision making and some have developed structures that represent the views of students at various levels (Flutter, 2007). Most of these countries have adopted the use of students' elected Councils as a way of decentralizing school management. In Portugal, the law requires that all secondary schools to have a Council with curriculum, financial and disciplinary powers. The president of the school board chairs the Council, which have teachers from all the subjects, student class representatives, and parents as members (Hannam, 1998). A study done in England and wales found that 95% of the schools had Student Councils (Whitty & Wisby, 2007). Norwegian law provides for the formation of the Student Councils in all schools (Critchley, 2003).

In Finland, the law provides for the student participation in decision making in schools. The constitution of Finland of 2012 provides for the children and young people to participate in decisions affecting their lives among other things. Students are given the right to participate in student associations, student unions and student councils (Shatilova, 2014). In Denmark, it is reported that the government underscored the importance of creating democratic schools (Bahou, 2011).

In South Africa, it is a requirement of the law that every public school should establish a governing body which should include learners' representatives from the eighth grade or higher. It makes provision for a representative council of learners in each ordinary public school that offers

instruction in the eighth grade or higher (Carr, 2005; Mabovula, 2009). This arrangement, however, presumes that the children of lower grades do not need to be heard or even be represented in the student government.

In Namibia, the role of students in school management is outlined in the User's Guide to the Education Code of Conduct (Government of Namibia, 1993). Students are represented through democratically elected school boards that include teachers and parents. The school boards deal with discipline, finances, budgets, school fees, staff appointments, and use of school facilities. It is noted that Tanzania was one of the first African countries that provided for student participation in decision making in the schools through representation in decision making committees. The schools have councils whose membership and functions are specified in the National Policy on School Councils (Carr, 2005). Provision for Student Councils in schools demonstrates respect for children's rights since they provide opportunity for them to participate in decision making in schools. The council provides a formal, democratic, transparent and accountable whole school policy forum (Alderson, 2000).

Although Tungata (2006) noted that, corporal punishment in South Africa was replaced by a discipline strategy called Alternatives to Corporal Punishment (ATCP) South African Schools Act (1996), studies in South Africa reveal that majority of learners still receive corporal punishment 14 years later after the ban of corporal punishment (Olivier, 2010). This could perhaps be attributed to what was observed by Nene (2013) that alternative measures to corporal punishment

were not very effective in curbing students' discipline in schools for it is difficult to choose and implement the correct alternatives to corporal punishment. This could be attributed to a number of factors which include; teachers' perceptions regarding corporal punishment owing to the fact that corporal punishment is easy to administer and appears effective. It could also be attributed to teachers' resistance to change.

According to Yaghambe and Tshabangu (2013) schools in Tanzania experience a wide range of disciplinary problems on a daily basis. The most common misbehaviours among students that teachers face are work avoidance, lack of punctuality, unnecessary noise, physical abuse of other students, rowdiness which includes bullying, vandalism, alcohol consumption, substance abuse, truancy, lack of willingness to study at home and theft . Yaghambe and Tshabangu (2013) observed that the minor disciplinary problems that were experienced were, not attending church, lying, disobedience, improper school uniforms, use of cellular phones at school, use of alcohol and cigarette smoking. On the other hand, the major offences are seen as truancy, drugs and drug abuse, lack of punctuality and absenteeism and involvement in sexual affairs. The forms of punishment meted out by teachers to students as part of managing the above stated misdemeanours varied from, striking students, suspension, counselling, manual work like watering gardens, cleaning toilets, mopping schools, corridors, expulsion, push ups, and psychological harassment (Llyod and Judith, 1997).

Yaghambe and Tshabangu (2013) noted that physical and corporal punishments are much more frequent compared to counselling. Yang (2009) argues that this raises the issue of disproportionate application of punishments where teachers find comfort in prescribing same treatment for dissimilar offenses. Ouma, Simatwa and Serem (2014) observed that pupil discipline problems experienced in primary schools included; noise making which was rated as 3.7 per cent, failure to complete assignment 3.8 per cent, truancy 4.0 per cent, lateness 4.0 per cent, theft 3.5 per cent, and sneaking 3.5 per cent. Cotton (1990) argues that such discipline problems are responsible for a significant portion of loss of instructional time in United States of America (USA) for half of the classroom time is taken up by activities other than instruction. This implies that students spend much of their time servicing punishment hence compromising academic achievement.

According to Global Initiative to End All Corporal Punishment of Children (2014), governments are increasingly enacting laws to prohibit corporal punishment against children. As at October 2014, 41 states had achieved prohibition in all settings, including the home; governments of at least 45 others had expressed a commitment to enacting full prohibition. However, in some jurisdictions, corporal punishment is still used in Australia (Stewart, 2004). It is noted that the ban of use of corporal punishment in many states is a wakeup call for utilization of other alternative disciplinary approaches in management of students' discipline in schools. Corporal punishment is regarded as lawful in Tanzania under the National corporal Punishment regulation of 1979; pursuant to article 60 of the National Education Act of 1978 (UNICEF, 2010).

The Tanzania Education Act number 25 of 1978 gave powers to the Minister of Education to develop policies that enable management of discipline in schools. The legalized use of corporal punishment in managing student's disciplinary problems emerged from the corporal punishment's regulations of 1979 under article 60 of the Education Act. This regulation was moderated in 2000 to enable oversight, but still retained corporal punishment as a method of dealing with major offences in schools. The new regulation engendered moderation, putting into consideration students' health status and the girl child.

However, In 1991 the Tanzania government ratified the Convention on the Rights of the child (CRC) and the Human and People's Rights charter but such ratification has not trickled down to effect positive changes on children's rights, particularly in view of sadistic beatings by teachers or adults who act ultra vires in applying physical and corporal punishments (Yaghambe & Tshabangu, 2013).

In Zanzibar, the Ministry of Education has adopted a policy against corporal punishment in schools, but it remains lawful under the 1982 Education Act. Kenya is a signatory of International instrument on the right of the child. These include the African Charter on the Rights and Welfare of the Child (ACRWC) of 1990 and the United Nations convention on the Rights of the child (UNCRC) of 1979.

In line with the global practice, the government of Kenya introduced the children governance system in 2008 to facilitate an enabling process that will equip the children with skills, knowledge and attitudes that instil positive

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

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

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

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

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

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

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

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

Corporal punishment in Kenya is also prohibited by the local laws on Children's' Rights (Republic of Kenya, 2001) and the Basic Education Act (Republic of Kenya, 2013). Therefore, the ban of corporal punishment implied an automatic switch to use of alternative disciplinary methods; collaborative decision making being one of them in the management of students' discipline in schools (Republic of Kenya, 2001).This implies that as a member, Kenya has to keep with international trends of recognizing the rights of the child and the Kenyan laws on rights of the child.

In Kenya, Musyoka (2011) indicates that involvement of students in management of secondary schools draws a lot of public acclaim but it is given lukewarm support by principals who are central drivers to its implementation. This study aims at finding out the extent to which student participation in secondary school decision-making influence the discipline in public secondary schools in Baringo County.

2.6 The Use of Social Media and Students' Discipline

Deterioration of discipline among students is an existing problem affecting secondary schools globally. A study by Lin and Pao (2011) revealed that most students in Taiwan prefer playing at computer internet coffee shops where they stay for a long time and copy unbecoming behaviours since they are unable to select the useful information.

Moreover, adolescents over consumed the social media, and they may suffer from behaviour risks such as bullying, click-forming, sexting, Facebook depression, anxiety, sever isolation, and self-destructive behaviours (O'Keeffe, Clarke-Pearson & Council on Communications and Media, 2011). Besides, video games play is associated with increased aggressive behaviour from adolescents (Holferth, 2010) and an overconsumption of media violence through video games and TV causes adolescents to become more verbally and relationally aggressive with other adolescents and they develop less prosaically behaviour (Gentile, Coyne & Walsh, 2011). The mass media easily inculcate deviant behaviour and practices among adolescent students who develop a wrong image of sex, love and affection and a glorified picture of violence in society (Ngwokabuenui, 2015).

Adolescent behaviour is therefore negatively influenced by media in the current era of rapid technological changes (Beebeejaun-Muslum, 2014). Gould and Ward (2015) supports this view by asserting that children who are exposed to violence in South Africa are more likely to be anxious and depressed and lack concentration at school. When conducting a study to establish the perceived

home factors contributing to violent behaviour among public secondary school students in Kenya, Poipoi, Agak and Kabuka (2011) found that students' exposure to violent films and movies and low level of home supervision lead to violence in schools.

Students with accounts on many social networking sites spend a lot of time visiting each one too often at the expense of their academic work because the social media sites have become too addictive and overwhelming. Many students have been so lost in their social media networks to the extent that they can't function if they aren't connected to the online world. They feel lost, isolated, and become dependent, which has become dangerous to the society that needs academicians who are independent minded and capable of making important decisions.

Most students are observed to be online twenty-four hours of the day, which has made them to neglect their relationships with parents, family siblings, friends and colleagues in schools and their teachers as well (Sreenivasan, 2014). Studies done have shown that students are spending lots of time interacting with friends or strangers online so as to make new friends. Because they are so used to working behind the scenes, they feel awkward in conversing with colleagues when they meet them offline. They get too many messages, notifications, tags that they find it tough to cope with once they are on these social media networks. Learners are facing short attention spans because of the time they spend on social networking sites. This has made it tough for them to cope with all the

information because there is so much to read and learn and so little time available.

Students who are continuously glued to social media, lack focus which reduces their productivity. These result into taking back seats when required to contribute to useful development agenda of their schools and the society at large. By wanting to listen always what everyone else has to say all the time over social media, students have developed a negative addiction called fear of missing out (FOMO). This has made most students anxious and crazy most of the time such that listening to teachers in class is a nightmare. These withdrawal symptoms among students contribute to indiscipline cases in schools (Chugh & Chauhan 2016).

Murunga, Kilaha and Wanyonyi (2013) stated that electronic media has enabled people to share information throughout the world through connectivity and networking. Yahaya et al., (2010) concur that parents should control their children's social life to prevent them from acquiring negative behaviour which is manifested in school. Lauer (2013) notes that prolonged technology use by students is associated with the children's aggression, attention problems and addiction which pose a challenge to school managers in maintaining discipline. Kirui, Mbugua and Sang (2011) concur that some of the violent television programs cause insecurity in schools as the children practice what they observe.

Onderi and Makori (2013) agree that students' exposure to electronic media violence at home leads to violence in secondary schools. Omangi (2016) reported that students in more than 130 schools in Kenya went on rampage

across the country causing unrests after sharing information on social media during the second term of the year 2016. In the homes there are televisions, cell phones and computers through which children have access to channels of their choices. These have turned surprisingly addictive to the adolescents since they are quite dramatic and have the power to glue the young minds on the screen for long hours (Musyoka, 2013).

According to Ndaku (2013) cheating in examinations has been witnessed in different forms for example use of smart phones and web-site is a great challenge. Baker (2010) argued that there is evidence that while social media is used as means of communication it can also be used to propagate negative learning behaviour among students. This by itself is significant for understanding how the social media and the associated implications to student discipline.

Students waste time playing online games which are present on such social networking sites and they similarly invite friends to play such games online. This practice has been cited as one of the causes of media addiction by students. Away from school work, students are spending time clicking their pictures and sharing them with others on the social media and seeing what others share and comment on them. The sharing competition has become a distraction to the learning process. Family relationships are also breaking up because partners use social media sites to hook up or indulge into extra-marital activities. Similarly, shifting blames to either parent for failure to control children in the homes and

in schools when discipline cases emanating from social media are reported is harming family unity (Chretien & Kind, 2013).

At this time online social media are one of the biggest demands of people. It is something that most of the students, kids and even adults are using most of the times; it is very productive to the society because it makes our life easier. Before, we used to send letters to our love ones who are far away; but it takes time to deliver the message. As time passes sending letters gets difficult so the text messages invented. It gets easier to communicate to others; but it cost too much to communicate to our love ones who are living in other countries. Then the era of social media began different companies, different names but only one advocacy; to communicate and to socialize. Social media is any website that allows for social interaction which includes social networking sites such as Facebook, MySpace and Twitter; gaming sites such as Club Penguin, Second Life and the Sims; and video sites such as YouTube and blogs (O'Keeffe et al., 2011). Social media acts as a communication tool that allows youth to join online conversation (Osterrieder, 2013).

It also allows youth to access different kinds of videos on web and play online game (Osterrieder, 2013). Students usually used social site for many reason such as for study purpose, for entertainment purpose as social media provides any data you want very easily and quickly within a fraction of seconds. Usage of social media depends upon person to person as it has good as well as negative impact on the society i.e. on the students. Social Media had become a major distraction to students, causing the overall performance of students to decline

especially the ones who tend to check their face book and twitter while studying (http://www.ijritcc.org). In addition, Paul, Baker, Cochran, in 2012 wrote an article named effect of online social networking on student academic performance. The researcher's results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate.

This ties in well with the findings presented in Kirschner and Karpinski (2010), which reveal that over-involvement or obsession with social networking by students can have negative impacts on academic performance (Kirschner & Karpinski, 2010). The popularity of social media increases rapidly nowadays. Students are the most victims of social media more than anyone else. They are extremely busy in accessing number of sites other than educational site for long hours which create a very negative impact on their mind as well as creates ample of health issues and also creating slit in the family. Students, who attempt to multi-task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by YouTube, Facebook or Twitter. Social media gave us a different outlook to life. It is not wrong to try new things and one of them is social media, but let's has a discipline while using it. This study shows how to be discipline on using social media.

Learners who come across spammers on social media networking sites are tricked to download malicious software or visit certain sites where they are exposed to pornography and dirty literature. Health issues, like sleep deprivation and day dreaming due to being on the social networks texting or surfing online till late in the night have become a common phenomenon in schools. The side effects are not good as they affect the next days working program of students in schools.

According to Rauch (2013), students who spend endless hours online, especially on social media networking sites, develop low appetite for studies in classes which is a pre-requisite for indiscipline in schools. This constantly affects their studies which results into low academic grades. Similarly, cyber bullying and cybercrime were reported to be on the rise due to constant use of social media by students (Rauch, 2013).

A recent study by Fowler (2014) has shown that Social media creates excessive drama. This is because positive messages are read as more neutral than they are intended to be; neutral messages are read as more negative as they are intended to be and one can only imagine what happens with messages that are intended to be negative. Students who are already sleep-deprived are becoming more sleep-deprived because many of them are up until the wee hours of the night texting. Students have failed to be present in the moment and are mostly seen at home on their smartphones when they are in the company of their peers. They lose the ability to interact mindfully in the moment and have been noted to be more aggressive and sexual when they feel anonymous and are communicating

electronically. Things are getting out of hand very quickly with both cyber bullying and sexuality being on the rise as painfully observed by parents, teachers and other educators (Fowler, 2014).

According to Van De Bogart and Wichadee (2015) many problems are associated with social networking sites, but the sites themselves generally are not the problem. These sites do seek to prohibit harmful activities. Nevertheless, with hundreds of thousands or millions of registered members, the sites cannot be expected to engage in effective babysitting. Social networking sites are very attractive environments for teens, students as well as for adults. Such sites present opportunities for self-expression and friendship building. Students play time in such environments can build skills that will be a foundation for career success in the 21st century.

Many students are safely and responsibly engaged in such communities. Legitimate concerns however, do exist about student involvement on these sites. The concerns are grounded in three basic factors: The sites are attracting many students, some of whom are not making good choices, Many parents are not paying attention to what their children are posting on the sites and Sexual predators as well as other dangerous strangers are attracted to places where students are not making good choices and adults are not paying attention. The students with such characters transfer them to schools. The influences destabilize schools` academic routines because of indiscipline (Van De Bogart, & Wichadee 2015).

Cyber bullying is a deliberate act of using digital media to communicate false, embarrassing, or hostile information about another person. It causes profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide. Sexting, which is defined as sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices, has been reported to be on the rise among school going students. Facebook depression, defined as depression that develops when students spend a great deal of time on social media sites, and then begin to exhibit classic symptoms of depression, has been responsible for self-destruction.

Recent research by Zickur (2016) indicates that there are frequent online expressions of offline behaviours, such as bullying, clique-forming, and sexual experimentation that have introduced problems such as cyber bullying, privacy issues, and sexting. Other problems that merit awareness include Internet addiction and concurrent sleep deprivation (Zickur, 2016). Andraessen (2015) established that Facebook addiction in Norway had reached alarming levels. The behaviour was so common that other researchers together with Andreessen created a psychological scale to measure for Facebook addiction which they called Berge Facebook Addiction Scale (BFAS). The scale, developed at the University of Bergen in Norway, uses six criteria to measure Facebook addiction. These include statements, such as how long one spends on thinking about Facebook, planning how to use it and how one uses Facebook to forget about personal problems.

The researchers reported that scoring often or very often on four of the six criteria indicated Facebook addiction. Interestingly, the researchers found that people who were more anxious and socially insecure were more likely to use the social media networking site. The study carried out in Universities and schools in Norway had similar results. Andraessen added that the management crises in schools in Norway were as a result of the social media addiction (Andraessen, 2015). Many students have not learned how to deal with free time without staring at a digital screen. With less screen time, the students can have more opportunity to learn how to relax and use leisure time.

Recent research by Sreenivasan of Columbia University (as cited in Sreenivasan, 2014) showed that social media creates excessive drama. Students who are already sleep-deprived are becoming more sleep-deprived because many of them are up until the wee hours of the night texting. Students have failed to be present in the moment and are mostly seen at home on their smartphones when they are in the company of their peers. They also lose the ability to interact mindfully in the moment. Students have been noted to be more aggressive and sexual when they feel anonymous and are communicating electronically on social media. Subsequently, the situation is fast getting worse with both cyber-bullying and sexuality being on the rise as painful observed (Sreenivasan, 2014).

According to Kiganya (2015), social media in Kenya has been responsible for student unrests in schools where lives have been lost and property destroyed as well as marriage break ups that have affected students` discipline in schools

today. Many couples spent time on business trips after social media link ups. They abandon their parental responsibilities even during school holidays. The children turn to social media for social and psychological satisfaction. The mannerisms they learn from the social media are transferred to school and used to influence other students. When parents are summoned to school over indiscipline of their children, many turn on one another by pointing fingers at each other over who is responsible for the decay of the children's moral values. Many arguments that arise from these engagements generate into dangerous consequences like disharmony, separation, divorce and even fights that end up breaking families (Kiganya, 2015).

Radio stations in Kenya have not been left behind in influencing the youth negatively. Unlike in the previous decade where the main station – the Kenya Broadcasting Cooperation (KBC) – used to allocate substantive amount of time to airing educative programmes in conjunction with the Ministry of Education, the programmes disappeared from the air after the mushrooming of many Frequency Modulation (FM) radio stations that started broadcasting live football matches from Europe which became favourites to the students. Subsequently, many students purchased mobile phones with FM bands, often with earphones, to access entertainment content from the new stations.

Moreover, cases of students being found with mobile phones and earphones in schools are on the rise as thee learners strive to catch up with the late night music and sports news (Kimunge, 2014). The growth in internet penetration in Kenya over the past years has been so rapid to the extent that the country has

been branded a silicon savannah (Kilemi, 2013). In the social media stakes, Kenyans are second only to South Africans in Africa on the quantity of tweets they put out. The stiff competition between Kenyans and South Africans has motivated more youth in Kenya, especially students, to concentrate on internet at the expense of their studies. This is a factor that has contributed to a number of reported indiscipline cases in schools in the country. The hate speeches around tribalism during election campaign rallies led to post-election violence in 2007/2008 in Kenya. The seeds of tribalism sown through the social media among the youth, especially students in schools and colleges, continue to be felt to date in these institutions. Elections of student leaders in schools and even universities have become dangerous and destructive because of tribalism and hate campaign messages posted on social media (Kilemi, 2013).

A case in point is Ikunza (2012) whose report indicated that KCPE candidates at Kakamega Primary school in Kakamega town sneaked from class to play computer games in a nearby cybercafé. It is shocking to find the pupils in uniform busy playing computer games costing Kenya Shillings 40 per hour. This has provoked the researcher's concern over how social media may influence students' behaviour. Therefore, this study seeks to establish how management of social media influences student discipline in public secondary school in Baringo County.

2.7 Principals' Mode of Communication and Students' Discipline

There are three modes of communication that teachers use to address discipline. These are Oral communication, Written Communication and Non-verbal

Communication (Campbell 1983). Oral mode of communication usually occurs with the help of the spoken word Oral mode of communication can effectively be used to inform, satisfy, praise, criticize, please, inquire and many other purposes. Oral mode of communication has advantages of being quick in sending of the messages, providing immediate feedback as well as being less formal compared to other modes of communication for example written communication (Fielding, 2006).

However, according to Griff (2006), Oral mode of communication has shortcomings of the message being misunderstood, as a mode of communication that requires a good speaker otherwise it will not be meaningful as well as lacking permanent record of what has been said. Oral communication is used by teachers in school in classroom when teaching as well as in school assemblies to emphasize to the students on the importance of adhering to the school rules so as to maintain discipline within the school. The advantage of this method is that there is immediate feedback as teachers are able to note the reactions of the student whenever a certain disciplinary issue is addressed.

Written communication is a type of verbal communication that is expressed inform of writing. According to Andrzej and David (2001), written communication includes memos, letters, electronic, mail, fax transmission, institutional periodicals, notices placed on bulletin boards among others. Written mode of communication has an advantage of fewer chances of being misunderstood and the facts that doubts can be removed by reading it again. Written communication also provides a permanent record that can be preserved

for years. In an institution, students get their messages on how they are expected to behave through their notices and suggestion boxes. School rules that are provided to the students on joining secondary schools are usually expressed through written mode of communication. Written mode of Communication however has its own limitations. For instance, written communication is slow and time consuming, has no immediate feedback and it is only meant for literate people (Dean, 2012).

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

According to Draft and Lengel (2005) there are many factors that can influence teachers choosing the right channel to communicate. One such influence is media richness. Media is rich if it has the capacity to carry large volumes of data and if it can convey meaning. (Draft and Lengel, 2005) further argue that the richness of a channel can be looked at by determining how it provides substantial understanding of the message and how it reduces message ambiguity. Generally oral communication (face to face) is considered richer than written communication due to its ability to carry larger loads of information and for its ability to allow instant clarification of any message ambiguity. Teachers typically select the most appropriate channel that marches their message content, communication requirement and the perceived task of communication (Heckman and Karim, 2005). The second factor that can influence the choice of a communication channel is the social influence; this is because all meaning is socially constructed.

According to Schmitz and Fulk (2005) communication media choice and use that are subject to social influence, may be subjectively rationalized. Thus communication is not always aimed at maximizing efficiency and may be designed to preserve and create ambiguity for strategic ends. Gender has been seen as an influence when choosing a communication channel, with systematic differences emerging in choice, norms and expectations of a communication process (Mary, 2001). The school's structure has a significant impact on the communication and strategy implementation process. The structure may shape the type of formal communication channels that an organization adopts to communicate students discipline. The school's structure and its impact can

facilitate communication or form a barrier to communication which can have a positive and negative influence on student's behaviour (Litteljohn & Peng, 2001).

There are several elements that make communication process to be a success. The first element of a communication is the message. The message contains the content of information to be communicated or to be passed across. The second element is the medium. This is the channel in which the message after it is encoded goes through. The medium could be verbal, written or non-verbal medium. The third element of a communication is the sender or the source. The sender is usually the source of information to be communicated. In a school situation, the source could either be teacher or the student. The receiver is the fourth component. This is the destination where message is decoded. The recipient interprets and makes sense of the message. Feedback is the fifth element. This is the response the receiver gives back after decoding the initial message.

Communication is very important in school administration and everything a principal does involve communication (Robbins, 2002). According to Saakshi (2005) asserts that communication contributes greatly to effective administration as many institutions have failed because of poor communication, misunderstood massages and unclear instructions. It is important that Principals communicate frequently with staff member and students (Mbiti, 2007). Globally communication has been used to transmit information such as policies and rules, changes and developments from the Principal to staff members and

students and also used to give feedback to the departments, teachers and students on their performance (Saakshi, 2005).

According to Brigman and Campbell (2003), in a school set up, communication influences the behaviour of teachers, students, non-teaching staff and parents among others. The school principal as the head of school is expected to communicate the school rules and regulations to all and sundry within the school set up. Meaningful interactions facilitated by effective communication systems are engaged in daily school management routine. These interactions produce students' discipline.

According to Brigman and Campbell (2003), students are informed and constantly reminded of their responsibilities during school assemblies. Fellow students usually school prefects, the teachers on duty, senior teacher, deputy principal as well as the school principal spell out the consequences of misbehaviour mainly verbally through available communication channels. This enhances the culture of good discipline within the schools. The teachers and the school head sensitize the students on the expected behaviour and spell out well school expectations and order of doing things on daily basis. Good attitudes towards teaching, learning and the whole educational processes and systems within the school are enhanced by this type of communication during assemblies.

A study was done by Muriithi (2013), to examine the influence of teachers' communication strategies on students' discipline in public secondary schools in Mukurweini district. Four objectives were formulated that sought to; establish

the use of teachers' oral communication on student discipline in public secondary schools in Mukurweini district; to establish the use of written communication by teachers on students' discipline in Mukurweini district; establish the use of nonverbal communication by teachers on student discipline in the same discipline, to determine the prevailing conditions that hinder effective communication towards student discipline. The study employed descriptive research design which is suitable in collecting both qualitative and quantitative data. The sample included 45 teachers and 540 students. Data were collected by the use of questionnaires administered personally through hand delivery. A pilot study was conducted in five schools which were not included in the final study. Reliability of the instruments was also done through the most common internal consistency measure known as Cronbach's alpha (α), which indicates the extent to which a set of test items can be treated as measuring a single latent variable. The recommended value of 0.7 was used as a cut off of reliabilities in the study.

The study findings by Muriithi (2013), indicated that holding of classroom meetings, use of school prefects, communication during assembly, use of guidance and counselling , use of rewards and incentives, holding of open forums, encouraging members to pass information among themselves are some of the communication strategies commonly used by teachers' in Mukurweini District on student's discipline. Majority of the teachers also indicated that they often used notice boards on student discipline. However, facial expression was rarely used on student discipline. Majority of the teachers 89% indicated that school category affects the way they communicate on the student discipline.

The study results revealed that the category of the school, boys only, girls only and mixed for both boys and girls affect the way teachers' communicates on student discipline. The study also found that communication strategies with the least preferences for teachers on student discipline included the use of reward system, the use of eye contact and facial expression.

According to the study, conditions which reduce effective communication ranged from distortion of information, language barrier to lack of proper mechanisms that ensures conducive environment for students to express themselves to their teachers. The need for involvement of secondary school students in school administration started in the 1960s in the United States of America. This was later to spread to other parts of the world in the two decades that follows this period (Mbiti, 2007).

The first step in making communication effective is by recognizing barriers or prevailing Conditions to effective communication. A communication barrier refers to anything that filters, blocks or distorts the message or the message during the process of "encoding – sending-decoding" (Longest, 2000). There are numerous barriers to effective communication. One barrier to effective communication is the language used in delivering the content of a message (Adam and Henderson, 2003). In a world where word and meanings they create matter a lot it is important for teachers not to treat language as simplistic and uncritical (Philip and Finbarr, 2002). Effective communication is further challenged by differences in perception and languages. Students will perceive the school environment differently and will react to messages differently based

on these perceptions. It's therefore important for the sender of a message to pay attention to important details that is being communicated (Thill & Bovee, 1999).

Okumbe (2007) observes that, distortion, filtering, omission, selective perceptions, timeliness and language as some of the barriers of communication. In an educational institution, distortion occurs when there is an alteration of the message as it passes from one point to another. It can arise as a result of imprecise language, misinterpretation of the message and even social distance between the sender and the receiver. Filtering presents itself when a sender manipulates the information so that the message can be received more favourably by the receiver. People may also omit part of the message for either fear of consequences or inability to grasp the entire message, this distortion is referred to as omission. Selective perception occurs when a party receives information based on their needs, motivations, experience and background while timeliness distortion occurs when transmission of the message is not well timed (Koontz & Weihrich, 2006). According to Nzuve (1999), insufficient communication is another barrier that hinders effective communication. This usually occurs when the sender neither arouses interests nor meets the needs of the intended audience.

Katua, Mulwa and Mungai (2019) investigated the influence of principals' use of school assemblies as a communication channel on students' discipline in public secondary schools in Kisasi Sub-County. It was established that most of the principals addressed students twice in a week through school assemblies. The most frequent issues handled by principals during the assemblies included

general violation of school rules and regulations, absenteeism and lateness to school, dismal performance in examinations, respect for the school students council and teachers. However, while the study was confined to one way communication from the principal, the current study investigated communication through various channels including two way communication channels in which students can pass their grievaces or bargain for better services. Additionally, the current study embarked on using empirical data to establish the influence of the principals' use of various channels of communication on students' level of discipline among students in public secondary schools in Matungulu Sub County.

In Tikoko and Kiprop (2011) he noted that this desire for student participation in school administration has been supported by a variety of propositions by the proponents of the practice. In Africa, the case has not been different. In Senegal, a primary strike following allegations of embezzlement of school funds turned violent when secondary school students and university students joined the pupils in a show of solidarity Sithole (2008) and Jeruto and Kiprop (2011) In Mali ten secondary school students were wounded by police while demonstrating, protesting against the banning of their Union (Sithole, 2008).

A study done by Castruita (1982) on the training needs of the secondary school principals revealed that competence of the head teachers in open staff communication is very important for school administration. The same will apply to the teachers especially when dealing with students on discipline related issues. O' Relly and Pondy (1979) in Achieng (2005) state that interpersonal

communication is affected by four main factors. These are: sender mobility, sender trust of the receiver influence over the sender, aspirations and norms & group sanctions to which the sender or the receiver belong. A study done by Chege (2005) on possible communication barriers and their effects on performance in schools in Kiambu District revealed that communication barriers for both the students and the teachers wasted time in the accomplishment and attainment of the school objectives. However, this study only considered the barriers to effective communication and not the influence of teachers' communication strategies on student's discipline in Mukurweini District.

Recognizing that barriers to effective communication do exist is the first step in improving and ensuring effective communication. Longest et al (2000), provides several guidelines which can be used in overcoming barriers. Receivers and senders must ensure that attention is given to their message and that adequate time is devoted to listening what is being communicated. Secondly, there should be free flow of information. According to Bakhda (2004), conditions to effective communication can be solved through sending messages effectively and listening to messages attentively. For this to happen, the sender has to increase effectiveness of the message, setting communication goals before communicating, using appropriate language and even practicing empathetic communication. Conditions to effective communication may be overcome by setting communication goals. One should know what the message is intended to accomplish. Through use of appropriate language, improving sender's credibility, encouraging feedback as well as developing trustworthy

climate. Similarly, listening to messages attentively through paying attention to messages sent, avoiding evaluative judgment or premature judgment helps the receiver to listen to the total meaning of the sender's message (Nzuve, 1999).

Effective communication may also be realized by avoidance of non-verbal communication. The use of non-verbal communication may confuse parties intended to receive the message when the sender or listener does not care about the message. Focusing on active listening may also help a lot in improving communication. Rather than focusing on how to reply to the person when reading or listening a message, effective communicators actively listen first and then formulate their response (Edmund, 2010).

In Kenya from the beginning of the 1990s, there has been an increase of strikes in secondary schools. This indicates that student problems will be solved not by use of dialogue but by imposition of authority (Otieno, 2001). According to Ndaita 2016) observed that the prefectural system is one of the most effective ways of involving students directly in the administration of the school, where students are delegated certain duties connected with day to day life of the school.

Guidance and counselling encompasses two related concepts. Such as; advice and information giving (guidance) and personnel help in a formal setting (counselling) (Makinde, 1993). The guidance movement started in the USA with an emphasis on vocational information, planning and guidance (Makinde, 1993). The 21st century has been the awakening of various Associations to deal

with problems facing the youth in America, Europe and across the globe for example in Chile and India (Kiprop, 2012).

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

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

Obu (2015) opine that communication influences opinions and perceptions about governments, communities, organizations, society and persons. Communication is key in management of human resource and learning programmes in educational institutions. Communication is crucial especially with regard to students discipline. Communication also helps in management of teaching and support staff behavior. According to Kamau and Kinyanjui (2015), use of different channels of communication is a a viable strategy of managing student discipline particularly when infused with democratic principles. Kamau and Kinyanjui (2015) emphasizes the need to for principals to embrace dialogue with students as a way of building mutual trust and positive engagement.

According to Kiprop (2012), most principals adopt a master-servant or superior inferior attitude in dealing with students. Principals rarely listen to students because they believe that students have nothing to offer them. This creates tension misunderstanding and stress eventually leading to frustrations and violence as manifested in strikes. The study by Kiprop (2012), recommended creation of opportunities for teachers, students and administrators to sit and discuss issues affecting them and their school freely. Effective management of discipline requires collaboration between the principal, staff, students, parents and the community. Denying students an opportunity to express their grievances could lead to frustration, resulting in disruptive behaviour. Such incidences could be prevented by involvement of students in decision making during school assemblies. Mulwa (2014) conducted a study to investigate the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya.

The study objective sought to establish the use of class meetings with students for collaborative decision making on students' discipline. The study was based on the Systems theory. Ex post facto research design was adopted. The target population for the study was 333 public secondary schools consisting of 333 Principals, 333 Deputy Principals, 1665 HoDs Guidance and Counselling, Board of Management (BoM) chairpersons, the County Director of Education and Kitui law courts Resident Magistrate. Stratified proportionate sampling procedure, purposive sampling and simple random sampling were used to select a sample size. The total respondents for the study were 320. Instrument reliability was established by a test retest technique. The study established that class meetings for collaborative decision making were done within the school set up to enhance discipline. The principals reported that class meetings enhanced decision making and learners concerns were communicated during class meetings. This implies that both the learners and the principals had an opportunity to converse together hence sharing concerns that were affecting learners at that particular moment.

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

that the influence of principals' communication strategies on students' discipline could not be established with certainity.

Onyango, Raburu and Aloka (2016) embarked on identification of alternative corrective measures applied in management of student indiscipline in secondary schools in Bondo Sub County. Using mixed methods research approach and concurrent triangulation design, the study gathered data through questionnaires, in-depth interviews and document analysis guides. Among other findings, the study established that alternative corrective measures used by most schools included suspension, manual work, guidance and counseling and temporary withdrawal from class.

A study was done by Mulwa (2014), to investigate the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya. The study objective sought to establish the effect of principals' use of peer counselling on students' discipline in public secondary schools in Kitui County. The study was based on the Systems theory. Ex post facto research design was used. The study targeted population of 333 public secondary schools. The sample size was obtained by stratified proportionate sampling procedure, purposive sampling and simple random sampling. A test-re-test technique was used to test instrument reliability. The study found out that about 67.4 percent of the principals that that there were operational guidance and counselling departments in their schools. The principals recommended that peer counselling could be embraced in the management of school discipline. Chi Square results indicated that principals'

use of peer counselling as an alternative disciplinary method on students' discipline had a p-value of 0.518. This means that peer counselling had no significant effect on students' discipline. However, the chi square results indicate a strong relationship between peer counselling and students' discipline. The study recommended a review of disciplinary methods in schools and provision of policy guidelines on the best alternative disciplinary methods; strengthening the use of alternative disciplinary methods in management of students' discipline.

However, it is noted that the study by Mulwa (2014), was conducted using a large target population as opposed to my study which used only one sub county in Kitui county. Mwaura (2006), observed guidance and counselling involves offering students advice to show them the right direction. Further, Collins (2002), observed that, guidance and counselling enhances students disciplined and equips them with skills to deal with challenges and realities they face in their environment.

Kuria (2012), conducted a research on influence of principals' leadership styles on students' discipline in Kikuyu District in Kenya. Findings revealed that head teachers use of autocratic leadership negatively influences (-0.65) students' discipline. This implied that the more autocratic styles are used, the poorer the students' discipline. Findings further revealed that there was a very strong negative (-0.66) relationship between Laissez faire leadership style and students' discipline in secondary schools.

According to Mwaura (2006), guidance in educational institutions can be defined as a mental process of exposure to useful information, experiences and resources to facilitate decision making for personal and social development. The person providing guidance is well placed in knowledge and skills as well as more exposed to give meaningful direction to the one they are guiding. Hence, for school guidance, it is assumed that the teacher has the ability to provide guided exploration of options using all available resources to enable a learner make useful academic and career choices. Counselling in educational institutions is an affective (emotional) process where the teacher plays a role of helper who has the knowledge, skills and right attitudes to enable a child or a young person deal with underlying emotional issues that may be interfering with his/her ability to function adaptively in any given situation, within and outside of school.

According to Afzalur (2010), good school guidance and counselling plan will help the learners in various leading to an increased capacity to take rational control over feelings and actions thus lowering indiscipline cases. It assists the learners to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves, providing them with the skills, awareness and knowledge, which will enable them to confront social inadequacy.

According to Brigman and Campbell (2003), in a school set up, communication influences the behaviour of teachers, students, non-teaching staff and parents among others. The school principal as the head of school is expected to

communicate the school rules and regulations to all and sundry within the school set up. Meaningful interactions facilitated by effective communication systems are engaged in daily school management routine. These interactions produce students' discipline. According to Brigman and Campbell (2003), students are informed and constantly reminded of their responsibilities during school assemblies. Fellow students usually school prefects, the teachers on duty, senior teacher, deputy principal as well as the school principal spell out the consequences of misbehaviour mainly verbally through available communication channels. This enhances the culture of good discipline within the schools. The teachers and the school head sensitize the students on the expected behaviour and spell out well school expectations and order of doing things on daily basis. Good attitudes towards teaching, learning and the whole educational processes and systems within the school are enhanced by this type of communication during assemblies.

A study was done by Muriithi (2013), to examine the influence of teachers' communication strategies on students' discipline in public secondary schools in Mukurweini district. Four objectives were formulated that sought to; establish the use of teachers' oral communication on student discipline in public secondary schools in Mukurweini district; to establish the use of written communication by teachers on students' discipline in Mukurweini district; establish the use of nonverbal communication by teachers on student discipline in the same discipline, to determine the prevailing conditions that hinder effective communication towards student discipline. The study employed descriptive research design which is suitable in collecting both qualitative and

quantitative data. The sample included 45 teachers and 540 students. Data were collected by the use of questionnaires administered personally through hand delivery. A pilot study was conducted in five schools which were not included in the final study. Reliability of the instruments was also done through the most common internal consistency measure known as Cronbach's alpha (α), which indicates the extent to which a set of test items can be treated as measuring a single latent variable. The recommended value of 0.7 was used as a cut off of reliabilities in the study.

The study findings by Muriithi (2013), indicated that holding of classroom meetings, use of school prefects, communication during assembly, use of guidance and counselling , use of rewards and incentives, holding of open forums, encouraging members to pass information among themselves are some of the communication strategies commonly used by teachers' in Mukurweini District on student's discipline. Majority of the teachers also indicated that they often used notice boards on student discipline. However, facial expression was rarely used on student discipline. Majority of the teachers 89% indicated that school category affects the way they communicate on the student discipline. The study results revealed that the category of the school, boys only, girls only and mixed for both boys and girls affect the way teachers' communicates on student discipline. The study also found that communication strategies with the least preferences for teachers on student discipline included the use of reward system, the use of eye contact and facial expression. According to the study, conditions which reduce effective communication ranged from distortion of information, language barrier to lack of proper mechanisms that ensures

conducive environment for students to express themselves to their teachers. In an attempt to improve communication and involve students more in decision making in Kenya, other structures such as students open forums ‘barazas’ and the suggestion boxes have been designed.

Kindiki (2009), in his study on influence of principals’ communication on students’ discipline established that there were poor communication channels used by school administrators and undemocratic school administration which did not consider meetings and assemblies as important strategies of communication. The study advocated for the use of meetings and assemblies as strategies of communication as they improved interaction and relationship between the administration and students which led to unity within the school. This implies that improving on effective communication by use of school assemblies for important ideas could step up students’ discipline in secondary schools.

According to Kiprop (2012), most principals adopt a master-servant or superior inferior attitude in dealing with students. Principals rarely listen to students because they believe that students have nothing to offer them. This creates tension misunderstanding and stress eventually leading to frustrations and violence as manifested in strikes. The study by Kiprop (2012), recommended creation of opportunities for teachers, students and administrators to sit and discuss issues affecting them and their school freely. Effective management of discipline requires collaboration between the principal, staff, students, parents and the community. Denying students an opportunity to express their grievances

could lead to frustration, resulting in disruptive behaviour. Such incidences could be prevented by involvement of students in decision making during school assemblies.

Mulwa (2014) conducted a study to investigate the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya. The study objective sought to establish the use of class meetings with students for collaborative decision making on students' discipline. The study was based on the Systems theory. Ex post facto research design was adopted. The target population for the study was 333 public secondary schools consisting of 333 Principals, 333 Deputy principals, 1665 HoDs Guidance and Counselling, Board of Management (BoM) chairpersons, the County Director of Education and Kitui law courts Resident Magistrate. Stratified proportionate sampling procedure, purposive sampling and simple random sampling were used to select a sample size. The total respondents for the study were 320. Instrument reliability was established by a test retest technique. The study established that class meetings for collaborative decision making were done within the school set up to enhance discipline. The principals reported that class meetings enhanced decision making and learners concerns were communicated during class meetings. This implies that both the learners and the principals had an opportunity to converse together hence sharing concerns that were affecting learners at that particular moment.

Adams (2003) also noted a need for principals to adopt an open door policy in which students could converse with head of the institution at will to explain

their problems, bring new chamber as well as creative ideas, accept that he/she is capable of making mistakes and question his/her views. The principal should be liberal, avoid favors and should treat all students equally, embrace democratic form of school organization which allows students elect their own leaders. School principals should encourage open door policy where students are free to meet the head of the institution to explain their problems. Open door policy allows students to embrace 21st century skills of innovation and creativity as they discuss and bring new creative ideas, setting aside specific day(s) in a week for them to meet with the principal to discuss issues of concern pertaining their welfare. Besides, allowing students decisions in partnership with educators to make in areas that affect their individual learning and that of entire school community amounts to considerable student collaboration and involvement. Such involvement is evident in coordination of co-curricular activities, resolving minor cases of indiscipline and taking responsibility of students' welfare.

The success of school governance is depended on communication among students, teachers and the school management (Mat *et al.,* 2016). Limited communication among students and the school management is the main course of indiscipline cases (Kiprop, 2012). The indiscipline cases reported in Kenya show evidence of a communication breakdown between the school's administration and the prefects. Thus, the procedures of communication are a two-way flow of information from top to bottom and bottom-up involving prefects. For principals to maintain students' discipline, they should communicate in time through the best means to pass the information or the

message depending the type and urgency of the message.

A study done by Kiprop (2012), in a paper on discussion of the role of various stakeholders in the management of discipline in schools in Kenya observed that most principals adopt master or servant superior or inferior attitude in dealing with students. They rarely listened to students' grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding and eventually leads to frustrations and violence as manifested in strikes. The study recommended a creation of opportunities to enable teachers, students and administrators to sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization. Hence, for effective management of school discipline the cooperation between the principal, staff, students, parents and the community is a prerequisite. Thus, where students are denied a chance to express their views and vent out frustrations, it breeds a situation where students have no way of expressing their grievances leading to frustrations and resulting into disruptive behaviours and such incidences could be prevented by involvement of students for collaborative decision making during class meetings.

Betts (2009) states that students should get notices in their classes or official notice boards. It is important to be formal and cordial in communication for several reasons. Firstly, the person passing the information is viewed by everyone in the school as someone who has a positive influence and secondly, one learns to get the point across effectively and ensure that the work is done the way it should be. So this was all about the communication skills and their

importance.

Gathumboi and Mulwa, (2019)explain that school rules and regulations as well as general conduct of the students in the school are some items that should be put on the notice boards. This will enhance discipline as the students will be reading these rules and regulations on daily basis. Mbiti (2007), states that written work is more permanent and less liable to misinterpretation.

Mbiti (2007) concluded that written communication conveys a lot of information not only from one person to another but also from generation to generation. Some of written forms of communication used in schools include official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books. Furthermore, written work is precise and not likely to be misinterpreted.

Thus schools need to embrace these forms of communication to enforce school rules and regulations as these forms provide tangible evidence of breach of rules. According to Adams (2003), school rules and regulations are some of the strategies designed to infuse good behaviour in students. The principal should ensure that they are printed and pinned on school notice boards for easy access and increased awareness to students. This helps to reduce indiscipline cases by ensuring that students are orderly, well behaved, have self-control and consequent obedience to school authority.

According to Kiprop (2012), school rules and regulations specify the “dos” and the “don’ts by members of the school community. Despite these specifications,

breaking of these rules and regulations is rampant in many secondary schools in Kenya. Moreover, schools face wide range of indiscipline cases such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes leading to closure of schools and frequent suspension of students which affect student's academic performance. To reduce indiscipline cases, schools should ensure that school rules and daily routine are accessible to all students by displaying them in classrooms and dining halls and on all notice-boards, for students to access them face to face (Baraza, 2007).

Baraza (2007) opines that school rules and daily routine should be written down and pinned at notice boards, classrooms and dining halls for students to access them face to face. The school mission and vision should be clearly written in bold letters and pinned on notice boards. The communication process and skills should be extensively researched as a means of enabling school leaders to lead their school establishment more efficiently. According to Patrick and Frankel (2004), there is more to communication than speaking. Communication can be written or in form of behaviour. The road to effective communication with other participants can be paved by the personal communication skills of the school leaders including verbal and non-verbal ones, open door policies and regular meetings.

A study done by Kindiki (2009), on effectiveness of communication on students' discipline in secondary schools in Kenya was conducted in Naivasha District. The study utilized qualitative approach with questionnaires, interviews and documentation as instruments of collecting data. Purposive sampling was used to identify Naivasha District as the location of the study. Stratified and

simple random sampling was used to identify 8 secondary schools and 200 respondents from these schools. Twenty students and 4 teachers in each sampled school were given the self-administered questionnaires while all the 8 head teachers were interviewed. The data collected was analysed descriptively. The study found that there were poor channels of communication used by school administrators and undemocratic school administration did not consider meetings as important channels of communication. The study advocated for use of meetings and assemblies as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school. This implies that stepping up effective communication by use of class meetings for collaborative decision making could improve on students' discipline in secondary schools for important ideas could be discussed effectively through communicating to the students.

According to Wango (2009), the use of the suggestion box is another important form of effective communication in the school. Anonymous suggestions or queries will be raised by the students and school fraternity in general concerning pertinent school issues, some critical to be addressed. This form of communication does not discriminate or pass penalties to the person passing on the information. According to the Ministry of Education (MOE, 2008), the Teachers Service Commission (T.S.C) allowing of open air discussions in schools, holding formal meetings or installation of suggestion boxes to allow students and staff to 'let off steam' from the strain and stress of the educational process are granted to principals according to the employer's mandate.

Barasa (2007) posits that suggestion box can help students to address general problems they face, thus preventing them from resulting to destructive measures like strikes. The school administration should also have the wisdom to regularly check the suggestion box and where possible address the students' concerns. Suggestion box is therefore a good mechanism of keeping a tab on the mood of the student population, thus averting disastrous situation.

Riang'a(2013) researched on principals' leadership strategies that influenced students' discipline in public secondary schools in Kisii Central District, Kenya. Findings revealed that principals who used democratic leadership style experienced few cases of indiscipline in their schools. The findings further revealed that principals who involved students in decision making in matters of discipline had few cases of indiscipline in their schools. The study further established that there is a need for principals to be clearer when communicating rules and regulations to students to avoid misinterpretation.

2.8 Summary of Literature Review

Table 2. 1 Summary of Literature Review

Variable	Author	Study	Method	Finding	Gap
Student unrest	Auma 2012	Causes and effects of student' unrest in Rachuonyo District	Descriptive survey method	The findings of the study indicate that the causes of students' unrests were poor administration, inadequate internal and external politics and drug abuse.	The study investigated the cause and effects of student unrest but failed to find out the administration factors.
Administration factors	Fgatabu 2012	Administration factors influencing students' unrest in secondary schools in Nairobi North District, Kenya	Descriptive survey	The study found that the causes of unrest strict school rules, poor leadership, drug abuse and peer pressure among students.	The study was limited to only one Sub County in Nairobi County, which may not likely reflect the social class of Baringo County
Violence in school	Sugut and Mugasia (2014)	School factors associated with violence in secondary schools based on a study of schools in Nandi South District	Mixed methodology	Schools that were effective in using various discipline approaches had only few case of students unrest in their secondary schools compared to those schools that lacked.	Despite the enormous efforts being made by the government, school management and administrators to control indiscipline, the level of indiscipline in schools is still on the rise in Kenya
Guidance and counselling	Ajowi and Simatwa (2010)	Role of guidance and counselling in promoting student discipline	EX-post facto research design	The finding suggests that Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools.	The findings only majored on punishment ignoring other disciplinary measures
Peer pressure	Lukman and Kamadi (2014)	peer group pressure influences what the adolescent values, knows, wears, eats and learns	Mixed research approach	The results of the analysis showed that peer group pressure among adolescents is related to their social adjustment.	The results of the study only focused on the peer group pressure while other elements of the variable were not tackled.
Prefects as a link.	Njue 2014	Influence of prefects in the maintenance of students discipline in public secondary schools	Descriptive survey design	The findings revealed that prefects as a link between students and administration assist the administration in implementing administrative instruction.	The study, however, did not establish the relationship between student participation in decision-making and student discipline

2.9 Theoretical Framework

The study adopted the Social Systems Theory proposed by Talcott Parsons (1975) as the theoretical underpinning for the study (Cohen & Romi, 2010). Social Systems Theory states that the social system is composed of persons or groups of persons who interact and mutually influence each other's behaviour. A social system is a bounded set of interrelated activities that together constitute a single entity.

According to the Social Systems Theory, all organizations are systems comprised of different units or parts, which are interrelated and, interdependent in carrying out their activities, are all geared towards attainment of common goals (Cohen & Romi, 2010). A school has principals, teachers, support staff, students and student councils who carry out various tasks towards the major purpose of enhancing student learning. If the head teacher involves students in participatory kind of management, then this motivates student leading to them being fully involved in management and decision making that touches their need (Mager & Nowak, 2011).

Social Systems theory elucidates key principles that can be employed at different disciplines of life. School system is a live and always changing institution. A school is comprised of other social institutions which include departments, committees and students' council experiencing continued interaction and interdependency amongst themselves. A learning institution is thus a system. This Theory is suitable since the school comprise of other sub units like student councils, departments and the administrative unit interacting

at different levels for harmonious school management.

The Skinnerian model is behavioural in nature. It takes its starting point from the fact that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards good behaviour and punishes bad behaviour (Maag, 2001). The Skinnerian model as a behaviour modification paradigm derived from the work of behavioural psychologist, BF Skinner. Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings (Duke & Meckel, 1980).

Skinner believes that consequences (in other words, what happens to the individual after performing an act) shape an individual's behaviour. He focused his approach on reinforcement and reward. Reinforcers are like rewards; if used in a systematic way, they influence an individual's behaviour in a desired direction. Skinner made use of terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements (Charles, 1989).

Operant behaviour is a purposeful, voluntary action. Reinforcing stimuli are rewards that the individual receives directly after performing an appropriate behaviour. Receiving rewards pleases learners; this makes them more likely to repeat a good behaviour pattern in the hope of obtaining further rewards. Schedules of reinforcements occur when reinforcement is produced on an on-going basis (Van Wyk 2000). Positive reinforcement is the process of supplying a reward that the learners favour; all rewards can thus be seen as reinforcement.

Negative reinforcement means taking away something that the learners like.

The Skinnerian model assumes that behaviour is learnt and that reinforcements contribute towards achieving good behaviour when reinforcement procedures are used to shape a learners behaviour in a desired direction. Educators reward desired behaviour with praise and enjoyable prizes; they punish undesirable behaviour by withholding all rewards. It is vital that educators who utilize behaviour modification consider their own behaviour and how it may be used to reinforce good behaviour in the classroom environment. Skinner describes freedom as escape or avoidance. Escape is doing whatever it takes to remove contact with an aversive stimulus that is already present. This is done by removing, stopping or reducing the intensity of the stimulus or by simply moving away from it.

Similarly, avoidance is doing whatever it takes to prevent contact with the aversive stimulus not yet present (O'Donohue & Ferguson 2001). Most animals will make every effort to free themselves from aversive circumstances. For example a hare will struggle to get free when caught in a trap. Humans take similar action when they walk away from irritating friends. Skinner uses the terms "controller" and "controlee" to label people who control others and those who are controlled by other people (O'Donohue & Ferguson, 2001). The situation described above of humans and animals striving for freedom can be applied to the classroom situation when the learner feels that his/her freedom is being taken away by the educator who expects work from the learner. The learner may wish to escape from the confinement of this situation by being absent from class or defying instructions; in this case the educator is the

controller and the learner may be called the controllee.

Skinner sees all behaviour as being controlled all the time. By this Skinner implies that there are always external factors from the environment that constantly impinge on the individual; these consciously or unconsciously influence his/her behaviour. Skinner also points out that organised control, e.g. by the educator, is often arranged in such a way that it reinforces the behaviour of the controller at the controllers expense. This usually has immediate aversive consequences for controllers. Immediate aversive consequences might be in the form of a lash. The effect of employing aversive on the learners usually results in immediate compliance. Technically speaking, using aversive stimuli by negatively reinforcing the behaviour of the learner (avoid lashing), and the learner's behaviour (compliance) in turn positively reinforces the educator's use of the aversive technique (O'Donohue & Ferguson, 2001).

Behaviourists, and in particular Skinner, propounded a powerful behavioural approach, the reinforcement theory, for managing and controlling classroom outcomes. According to this theory, an educator who applies it controls the effect of a student's behaviour by choosing whether or not to follow that behaviour with a positive experience named a reinforce. Reinforcement depends on whether or not appropriate behaviour occurs. In the classroom, the educators can be the contingency manager by giving or withholding reinforcement selectively, guided by the student's behaviour. Skinner (quoted in Tuckman 1992, 46) defines the basic type of learning described above as "operant conditioning". He explains operant conditioning as learning to perform a

specific behaviour based on the occurrence that immediately follows it. Behaviours that are followed by positive consequences increase their frequency and probability of occurrence. People learn to operate in their environment to attain or achieve positive consequences.

This principle of reinforcement is a refinement of Thorndile's "law of effect". Skinner also introduced the concept of a discriminative stimulus. This is a stimulus that can serve as signal or cue in operant conditioning. Rather than having to wait for the operant response to be given on a random basis, the educator can cue the students to behave in a certain way if they want to receive reinforcement (Tuckman 1992). An example is when an educator tells the class that to get called on they must wait until she requests that questions be asked before they raise their hands. This instruction serves as a discrimination stimulus. It should be noted that behaviour is controlled by the consequence and not the signal. However, the signal helps to cue or guide the learner to choose the appropriate response upon which the reinforcement is dependent. Reinforcers may be primary or secondary. Primary reinforcers include such things as food and protection and learners do not necessarily have to like them. However, there are reinforcers that students have learned to like and these are called secondary reinforcers. They include praise, money and the opportunity to play. There are also positive and negative reinforcers.

Positive reinforcers are those pleasant experiences or stimuli that people enjoy whereas negative reinforcers refer to those aversive experiences that people wish to terminate, escape from or avoid. Finally there are social, token and

activity reinforcers. Social reinforcers refer to desirable interactive experiences with other people for example learners. They include praising, smiling, patting on the back, hugging and kissing. Tokens are things that can be converted to a basic form of reinforcer, e.g. gold stars or smiling faces posted in a learner's book; money may also be used in the same manner. Finally, there are activity reinforcers that are enjoyable things to do; e.g. going out to play, having recess and going on a field trip. Another important behaviourist concept is called behaviour modification. In this case target behaviour is selected and discriminative stimuli and differential reinforcement are used either to increase or decrease a particular behaviour. There are four steps that must be carried out, namely to identify a desired or target behaviour; to give clear signals of when to perform and when not to perform the target behaviour; to ignore disruptive or non-target behaviour; and to reinforce the target behaviour when it occurs.

Certain techniques can be used to achieve the required modification and they include prompting, chaining and shaping. Prompting entails adding discriminative stimuli that are likely to signal the desired response rather than waiting for the required response to occur on a chance basis. For example, an educator may inform the class what behaviour to perform and when to perform it. It is mainly used in reading. Chaining on the other hand involves connecting simple responses in sequence to form more complete responses that would be difficult to learn all at one time. Simple behaviours are joined into a sequence of behaviour, which is then reinforced at its completion. Shaping is used when the desired response (target) is not one the student is already able to perform (i.e. the desired response not in the student's repertoire) or when there is no way

to prompt the response. There are two types of shaping, namely, shaping only those behaviours that meet a given criterion; and shaping/reinforcing behaviour that approximates or is closely similar to the target behaviour (Tuckman, 1992).

According to Discipline and reinforcement theory; the effective use of reinforcement should make the use of punishment unnecessary. They maintain that the most effective technique for weakening behaviour is to use non-reinforcement, i.e. to ignore it. Punishment is not a preferred method of changing behaviour or maintaining discipline. According to Skinner (quoted in Tuckman 1992), when bad behaviour is punished, it may merely be suppressed and may reappear later under different circumstances. Ironically the punisher may serve as a model for future aggressive behaviour on the part of the person being punished. This claim implies that educators who have been subjected to corporal punishment as a child may as an adult educator also prefer to use corporal punishment. Tuckman (1992) states that there are two circumstances when punishment, as a last resort, may be used effectively. Firstly, when undesirable behaviour is so frequent that there is virtually no desirable behaviour to reinforce, extreme aggressiveness in a child may leave no room for reinforcement. Secondly, this may be necessary when the problem behaviour is so intense that someone, including the child himself may get hurt. Here again, aggressiveness is an example of such intense behaviour.

Although Skinner did not concern himself with classroom discipline per se, his contribution on the shaping of desired behaviour through reinforcement has led directly to the practices of behaviour modification – still used to shape academic

and social learning. Many primary grade educators use behaviour modification as their only discipline system, rewarding students who behave properly and withholding rewards from those who misbehave. A major concern is that while this is effective in teaching students desirable behaviour, it is less successful in teaching them what not to do. Nor did it help students to understand why certain behaviour is rewarded while other is not. Strategies such as ignoring misbehaving students may be counterproductive in persuading students to behave acceptably. Students may see misbehaviour as bringing enough in the way of rewards (albeit negative) from their educators, and may persist with negative behaviour. This is aggravated when their misbehaviour is positively rewarded through the attention that they receive from peers.

Furthermore, students can be taught or shown almost instantly how to behave desirably. They don't have to learn it through lengthy non-verbal and non-imitative reward processes. While behaviour modification may seem to work well with young children, older ones may well be embarrassed to be singled out for praise in front of their classmates. Another disadvantage of this model is that educators making use of it may sometimes overlook important elements in students' history and home environment. This is because a lack of awareness of the relationship between a learner's background and his/her present behaviour may result in ineffective communication between educator and the learner (Van Wyk 2000). Skinner's use of the term "control" has provoked several attacks from the protagonists of the autonomous man. They believe in self-determinism, i.e., humans are inherently free to do whatever they wish. Any attempt to control behaviour is seen as an infringement on personal liberty (O'Donohue &

Ferguson 2000).

2.10 Conceptual Framework

The study established the relationship between independent and dependent variable as summarized in Figure 2.1.

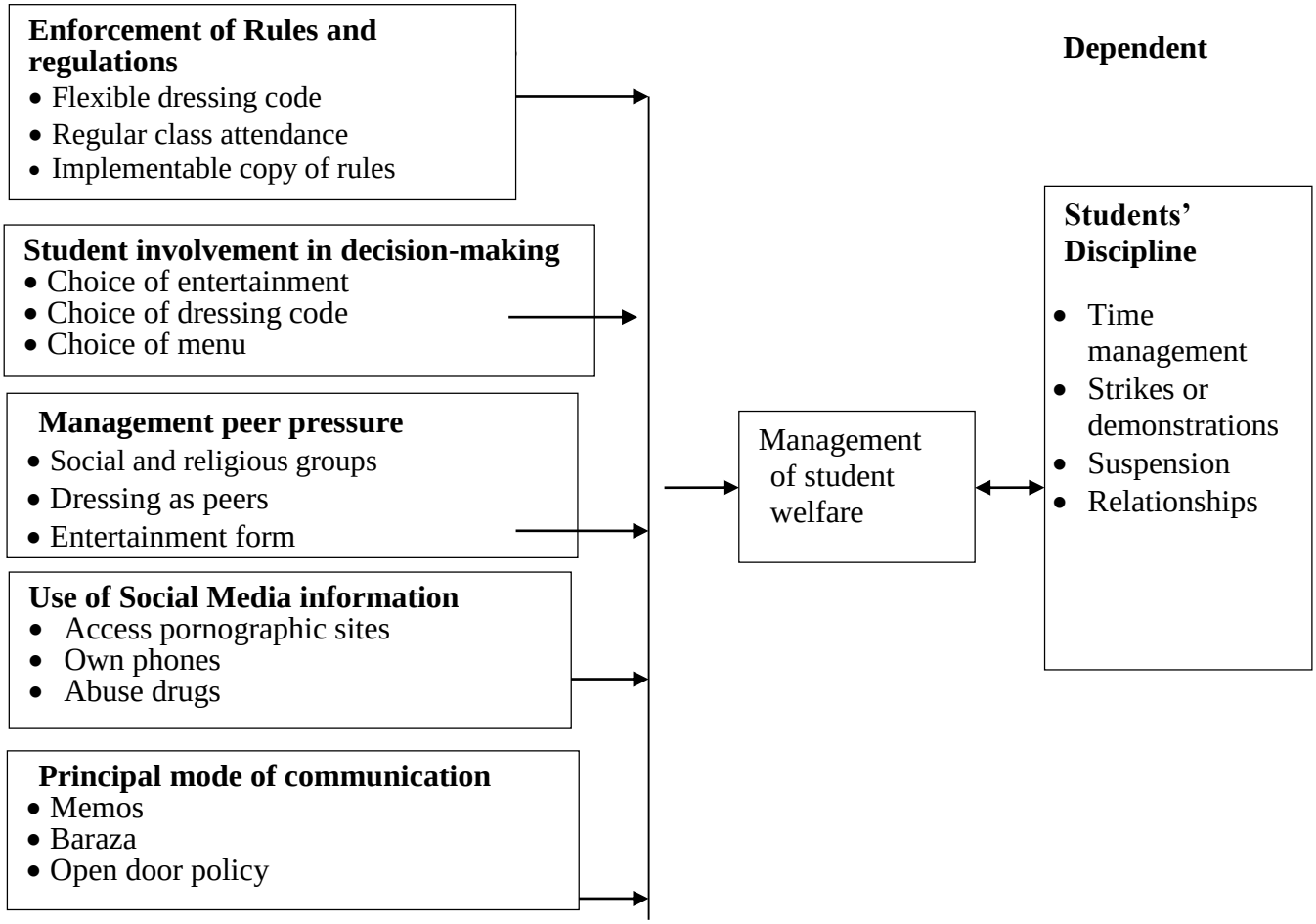

Figure 2. 1 Conceptual Framework

The independent variables were administrators' practices comprising of enforcement of rules and regulations, management of peer pressure, involvement of students in decision-making, social media and principal mode of communication. The dependent variables were the discipline reflected through orderliness, improved academic performance and proper time management. The intervening variable was the management of student welfare towards the general concepts of discipline.

Figure 2.1 indicates the relationship that exists between the independent and dependent variable with the principals' management styles being the independent variable. The underlying assumption is that the independent variables whose focus is on principals' management practices are likely to influence the status of students' discipline positively or negatively. Where principals employ more participative practices, it is anticipated that students would be more understanding and behave in a mature manner, devoid of negative actions. Engagement of students in governance of Channels of Communication, Assembly announcements, Memos posted on notice boards , Use of student leaders ,Use of barazas, Use of class teachers Motivation of Peer Counselors, Offering materials rewards, Providing social rewards Mentorship Programmes, Conducting lifeskills education, Advising on career objectives, Advising on desirable behavior Involvement of Student Leaders, Modeling behaviour, Management of peer pressure, Conflict resolution, Respect for diversity, Academic activities, Principals' Management Practices Dependent Variable Students' Discipline, Level of students' discipline issues (number of

incidences of students' unrests in 2017 and 2018) their school is likely to enhance their student governance competencies. An orderly school channel of communication is enhanced and safeguarded for all students, teachers and parents. The practices have the capacity to enhance cohesion and tranquility in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents research methodology that includes research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and analysis techniques and finally ethical considerations.

3.2 Research Design

The study adopted descriptive survey and correlation research design to assess administrators' practices influencing student discipline in public secondary schools in Baringo County. The descriptive survey is a commonly used method for gathering information about people attitudes, opinions, habits or any of the variety of education or social issues (Creswell,2014). This research design was deemed suitable for the study, as the researcher aimed to establish and report the happening on the administrators' practices influencing student discipline in public secondary schools in Baringo County, Kenya.

3.3 Target Population

According to Jwan (2010), target population is a set of people or objects the researcher wants to generalize the results of the research. The target population comprised of 121 public secondary schools in Baringo County comprising of 121 principals, 974 teachers and 268 student leaders as shown in Table 3.1.

Table 3. 1 Target population

Category	Frequency

Principals/Deputy principals	121
Class teachers	974
Student leaders	268
Total	**1363**

3.4 Sample Size and Sampling procedures

This section describes the sample size of all the sampled respondents. This study used stratified proportionate sampling in selecting sample sizes for the study. The target populations were grouped into three (student representatives, class teachers and principals) study sample is shown in Table 3.2

According to Best and Kahn (2012) a sample size of 30 percent is representative. Therefore, for this study, sampled 30% of the target population for Principals/Deputy principals, teachers and students, while purpose sampling used employed in sampling student leaders.

Table 3. 2 Sampling of Study Respondents

Study population	Target population	Sampling method	Sample size	Percent count	Data collection instruments
Principals/Deputy Principals	121	Stratified sampling	36	30%	Interview guide
Teachers	974	Stratified random sampling	292	30%	Questionnaire
Student /Students Leaders	268	Purposive Stratified random sampling	80	30%	Questionnaire

Stratified proportionate random sampling was used to ensure that each stratum is adequately represented within the whole sample population of the research

study. The schools were stratified according to national, extra county, county schools and sub-county schools as summarized in Table 3.2 from each stratum purposive sampling technique was used to select 41 schools using stratified proportionate sampling. The principals were selected using stratified sampling method and a total of 36 participants were sampled for interviews because they are heads of sampled schools.

The schools were stratified into stratums according to categories and from a target population of 974 class teachers a sample size of 292 were selected using proportional random sampling. Simple random sampling was used because each respondent has an equal chance of inclusion in the sample. Finally, 80 student leaders were sampled from a target population of 268 students using stratified proportionate sampling.

3.5 Research Instruments

The researcher used questionnaires and interview guide to gather primary data from the respondents.

3.5.1 Questionnaire for Class teachers and Students

This study used questionnaires to obtain information from the class teachers and students. Orodho (2009) defines a questionnaire as a method to collect both quantitative and qualitative data. Questionnaire was the appropriate because respondents are literate enough to answer the questions. Questionnaires gather straight forward information and are less time consuming for respondents (Zikmund, Babin, Carr, & Griffin 2010). The questionnaire was designed to

address specific objectives. The closed ended items gave precise information which minimize information bias and facilitate data analysis. This was in form of a Likert scale anchored by a five-point rating ranging from strongly disagrees to strongly agree.

Teachers' questionnaire consisted of six sections; section A: comprised of background information, section B: gives the rules and regulations, section C: is peer pressure, D: is the involvement of students in decision-making, section E: is the social media and section F: deals with principal's mode of communication and Section G: represent the student discipline. *Questionnaires for students consisted of section*; a being demographic information, B are the administrators' practices influencing student discipline and C are student indiscipline statements.

3.5.2 Interview Guide for Principals and Deputy Principals

Interview guide is a set of structures or unstructured questions used to collect data (Lunenburg & Beverly, 2008). The interview schedules were used to obtain information from the principals and deputy principals consisted of structured open-ended questions based on the objectives of the study. An interview guide enabled the reader understand and give an illustrative dimension. Interview guide was used to collect qualitative data regarding the role of administrators' practices on students' discipline.

3.6 Validity of the Instrument

Pilot study was used to establish validity of the research instrument. This was achieved by administering 25 questionnaire and 4 interview schedules to respondents in Elgeyo Marakwet County. The County was chosen it the same in terms of variables/characteristics under study. Validity is the degree to which results obtained and data analysed represent the phenomenon under investigation (Orodho, 2009). The researcher used expert judgment to determine content validity of the instrument (Best & Kahn, 2012). This was done by items being reviewed in the instrument by the supervisors, Lecturers from the department and colleagues also reviewed. Content validity is the degree to which the test measured events as per objectives and research questions. Item validity is the relevance of items used in measurement of content. The content validity of the instrument was realized by seeking the expert opinion of the assigned University supervisor on the content of the questionnaires. The experts therefore peer reviewed the items and suggest ways of improving the items so that more accurate and meaningful data is obtained (Matula, et. al., 2018). The entire questionnaire was more reliable after several typographical errors and omissions detected were corrected in the instrument.

3.7 Reliability of the Instrument

Instrument reliability according to Ngechu (2004) is the likelihood that replicating a research tool produced indistinguishable results. According to Best and Kahn (2012) reliability of research tools is the accuracy and consistency of the results when used on the same population again and again. Cronbach's alpha

was then being used to measure internal consistency (Zikmund, Babin, Carr & Graffin, 2010). The first test was administered to the respondents and after two weeks the same test was administered to the same individuals. A test retest correlation between the two scores was done. Pearson r correlation for these data was 0.8. The questionnaire statements were considered reliable if the Cronbach's Coefficient Alpha value is greater than 0.70 (Cooper & Schindler, 2007).

3.8 Data Collection Procedures

The research authorization was obtained from University of Nairobi. This was used to apply for a research permit from the National commission for Science and Technology and Innovation (NACOSTI). After obtaining a research permit, the same was presented to the County Director of Education (CDE) for authorization to conduct the study in the county. After obtaining the permission from the County Director of Education (CDE), a visit to the sampled school was made to book appointments with the head teachers on actual dates of collection of data. The researcher administered the questionnaires in person and gave the respondents time for filling and then they were collected immediately. Furthermore, the researcher interviewed Principals and Deputy Principals on the same day.

3.9 Data Analysis Techniques

According to Zikmund et.al (2010) statistical analysis is the application of analysis to comprehend the statistics which have been collected with the objective of formulating reliable models and summarizing the significant details

revealed from the study. Data was examined by use of numerical tests that depend significantly on the kind of variables being researched.

According to Matula, Kyalo, Mulwa and Gichuhi (2018) data analysis involves systematic organization of raw data into some logical format, breaking data into interpretable units, synthesizing data, searching for emerging patterns and finally making conclusions. Collected data will be checked for completeness to ensure that the responses were free from mistakes, omissions or biases.

Data categories were arranged into themes and patterns, and concepts were then developed and coded. After utilizing SPSS to analyze and interpret the coded categories, narrative generalizations and inferences were made. Data categories were arranged into themes and patterns, and concepts were then developed and coded. After utilizing SPSS to analyze and interpret the coded categories, narrative generalizations and inferences were made.

Coding was then done to translate the responses from the questions into specific categories. The coded categories were then be keyed into the Statistical Package for Social Sciences (SPSS) computer software version 23.0 for analysis. Descriptive statistics like frequency distribution and percentages were used to analyse the quantitative data which was presented in frequency distribution tables, pie charts and bar graphs.

Qualitative data collected from interviews in form of field notes were condensed through editing to remove ambiguities. Categories of data were organized into themes, patterns; concepts were then be created, and coded. The coded

categories were then analyzed using SPSS and interpreted to formulate narrative generalizations from which conclusions were drawn. Regression and correlation analysis was computed to establish the influence of the relationship of the study variables. At a 5% level of significance, regression coefficients were calculated to determine the influence of the link between the research variables.

3.10 Ethical considerations

Ethical consideration in this study involved voluntarily participation, informed consent, confidentiality and truthfulness. Consent to conduct the study was obtained from all respondents before handing over the questionnaires. Informed consent should be based on the information regarding: the purpose of the research study, identification of the researcher and any benefits that may be received. The respondents did not indicate their name and that of their schools to ensure that confidentiality of the responses was maintained. The researcher communicates this to the respondents before the start of the study. The researcher sought research permit from National Commission for Science, Technology and Innovation (NACOSTI) after presenting an introductory letter from University of Nairobi. The researcher ensured that questionnaires and interview guide allowed confidentiality.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The chapter presents response rate and demographic data on (i) the extent to which administrators' enforcement of rules and regulations (ii) influence of management of peer pressure (iii) influence of involvement of students in decision-making (iv) the extent to which controlling the use of social media (v) influence of principals' mode of communication on student discipline in secondary schools in Baringo County. Data presentation is followed by interpretation and discussion of research results.

4.2 Response Rate

This is the proportion of questionnaires returned by the respondents out of those that were distributed. Questionnaires were administered to class teachers and student leaders. The respondent's rate is shown in table 4.1.

Table 4. 1: Return Rate

Respondents	**Targeted Sample**	**Response**	**Percentage Response**
Class teachers	292	258	88.36
Students	80	74	92.5
Total	**372**	**332**	**89.25**

The high response rates were attributed to the cooperation of the respondents as the researcher gave them enough time to respond. The return rates were in line with recommendations of previous scholars that a return rate of above 75 of the

acceptable levels to enable generalization of the results to the target population (Creswell, 2012).

4.3 Background Information of Respondents

The background consists of gender, age, academic qualification, and experience as class teachers; and also the type and category of schools.

Table 4. 2: General Information of Respondents

Category	Sub category	Frequency	Percentage
Gender of teachers	Male	158	61.2
	Female	100	38.8
Gender of students	Male	40	54.1
	Female	34	45.9
Student age	< 13 years	16	21.62
	14-16 years	28	37.84
	17-19 years	28	37.84
	Above 20 years	2	2.70
Teachers age	< 30 years	112	43.4
	31-40 years	120	46.5
	41-50 years	2	0.8
Education level	Diploma	30	11.6
	Bachelors	214	82.9
	Masters	14	5.4
Work experience	Less than 3 years	70	27.1
	3-5 years	96	37.2
	6-9 years	52	7
	Above 9 years	74	28.7
School type	Mixed	74	28.7
	Girls	102	39.5
	Boys	82	31.8

The study sought to establish the gender of the class teachers and students' leaders who participated in this study as shown in table 4.2. The gender of the teachers indicated that most of the teachers (61.2%) were male and (38.84%) were female teachers. The findings show that 40(54.1%) of the students' leaders were male and (45.9%) were female. The findings of the study indicated that majority of the class teachers and student leaders were male. Mulwa (2017) noted that gender equality promotes teamwork among individuals irrespective of their sex and also provides a favorable environment where individuals interact with colleagues without discrimination.

Table 4.2, the findings revealed that (37.84%) students were distributed across the age bracket 17 and 19 years, and 14 and 16 years old while 28 (38.84%) had above 20 years and 2.7% were less than 13 years. This result implies that majority of the student in leadership positions above 14 years and capable of giving information that is useful to this study. Evidence collected informally from teaching staff reveal that younger staff engage better and create good working relationships with learners due to the proximity in age and also because productive teaching process demands high energy levels. They also show familiarity with the current curriculum establishment and hence demonstrate familiarity with the content essential in teaching learners (Education Forum, 2006).

In this study, the respondents were asked to state the age category they were in. Out of the targeted 129 respondents, (46.5%) of them were between 31-40 years of age, (43.4%) of the respondents were below 30 years of age, (9.3%) of the respondents were between 41 and 50 years of age and the least (0.8%) of them

were over 51 years of age. The findings showed that most of the class teachers were aged over 31 years.

Class teachers were also asked to indicate their highest level of education. This was meant to assist the researcher to know whether the educational level of the teacher influences management of student discipline. On education level of the teachers, Table 4.2 indicates that majority of the teachers (82.9%) had bachelor's degree as their highest level of education, while (11.6%) were Diploma holders and the least (5.4%) had master's qualification.

The study found that most of the teachers (82.9%) had bachelor's degree in education and (11.6%). Only (5.4%) have pursued higher degree. This shows that the class teachers were educated to understand the influence of institution factors on students discipline in public secondary schools. Teaching experience of teachers as presented in Table 4.2 shows that, the teachers are distributed across all years of experience.

From this findings majority of class teachers had taught for more than 3 years. This implies that they can provide information on the influence of in administrators' practices on student's discipline. According to Sugut and Mugasia (2014), the work experience of school managers determines their exposure to learner disciplinary issues and their familiarity with different disciplinary approaches. The longer the principals worked the more they were exposed to management challenges.

From the study it was established that (39.5%) of the sampled schools were girls' secondary schools (Table 4.2), followed by (31.8%) of boys' secondary

school and (28.7%) mixed secondary school. The findings established that the mixed schools in Baringo County were few.

4.4 Student discipline in public secondary schools

The dependent variable was the students discipline in public secondary schools in Baringo County. This was achieved through determining the views of student leaders and class teachers using the questionnaires and interviewing the student discipline in public secondary schools.

4.4.1 Students views on Student discipline in public secondary schools

The student views on discipline in public secondary schools were sought using a 5-point Likert scale on the frequency of various activities and responses presented in Table 4.3.

Table 4. 3 Students views on Student discipline in public secondary schools

Statement	Very Frequently		Frequently		Occasionally		Rarely		Never		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
i. There has been student demonstration	3	4.1	1	1.4	7	9.5	27	36.4	36	48.6	1.75
ii. Drug and substance abuse cases reported	4	5.4	6	8.2	18	24.3	22	29.7	24	32.4	2.24
iii. Student-teacher conflict	2	2.7	3	4.1	14	18.9	21	28.4	34	45.9	1.89
iv. Destruction of property	2	2.7	6	8.1	16	21.6	25	33.8	25	33.8	2.12
v. Student suspensions/ expulsion	5	6.8	13	17.6	32	43.2	24	32.4			2.98
vi. There has been stealing of student's items	17	23.0	29	39.2	18	24.2	9	12.2	1	1.4	3.70
vii. Students sneaking into school cell phones	6	8.1	4	5.4	6	8.1	27	36.5	31	41.9	2.01

Majority of the student leaders (43.2%) had occasionally student suspensions/ expulsion. Most of the student leaders (41.9%) never had students sneaking into

school cell phones, while (36.5%) rarely, with (8.1%) occasionally and (13.5%) had frequent students sneaking into school cell phones.

On student discipline in public secondary schools the student leaders agreed that there has been stealing of student's items frequently. The student demonstration and drug and substance abuse cases were not frequently reported. The student-teacher conflict, destruction of property and students sneaking into school cell phones not frequently reported.

4.4.2 Class Teachers' Views on Student Discipline

The class teacher views on student discipline in public secondary schools were sought using a 5-point Likert scale on the frequency of various activities and responses presented in Table 4.4.

Table 4. 4 Class Teacher Views on Student Discipline

Statement	Very Frequently		Frequently		Occasionally		Rarely		Never		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
i. Student-teacher conflict	6	2.3	16	6.3	48	18.6	94	36.4	94	36.4	2.01
ii. There has been stealing of student's items	24	9.3	46	17.8	102	39.5	58	22.5	28	10.9	2.92
iii. Students sneaking cell phones into school	20	7.8	34	13.2	86	33.3	78	30.2	40	15.5	2.67
vi.There have been boy-girl relationship cases	34	13.2	54	20.9	76	29.5	48	18.6	46	17.8	2.93
v. There has been student demonstration	8	3.1	14	5.4	16	6.3	46	17.8	174	67.4	1.58
vi.Drug and substance abuse cases reported	8	3.1	22	8.5	72	27.9	84	32.6	72	27.9	2.26
vii. Destruction of property	6	2.3	10	3.9	42	16.3	72	27.9	128	49.6	1.81
viii.Student suspensions/ expulsion	8	3.1	38	14.7	100	38.8	72	27.9	40	15.5	2.62

Majority of the class teachers (39.5%) that there has been stealing of student's items occasionally, with (22.5%) rarely, while 10.9% never and (27.1%) frequently. Most of the class teachers (85.1%) identified student demonstration

has never been experienced, with (17.8%) rarely, while 6.3% occasionally experience and 8.5% had frequent demonstration. Majority of the class teachers (32.6%) had rarely seen drug and substance abuse cases reported, with (27.9%) occasionally and never reported as well as 20(11.6%) had frequent drug and substance abuse cases.

Majority of the class teachers (49.6%) had never experienced destruction of property. At least (78.4%) class teachers occasionally had students sneaking into school cell phones, with (30.2%) rarely and (15.5%) never had and (21%) had frequently students sneaking into school cell phones.

The study established that the most commonly experienced type of indiscipline cases was theft, lateness, absenteeism, fighting, and failure to do cleaning duties and drugs and substance abuse. The findings are in line with Ogidefa (2008) who stated that common youth deviant behaviours in America include the widespread abuse of drugs and alcohol, the ease of access to weapons and sexual immorality. The findings are also supported by Mat, et al., (2016) who showed that extreme usage of social media increases manifestation of risky sexual behaviours.

Using the interview guide the principals and deputy principals were asked to explain some of the common discipline problems experienced in your school their respective schools. A deputy principal reported that;

> Bullying is a serious problem that can dramatically affect the ability of students to advance socially and academically. A comprehensive discipline plan that specifically addresses bullying behaviours and strict consequences is a step in the

> right direction. The plan must involve all students, parents, and school staff to ensure that all students can attend a safe and caring school. Direct bullying seems to increase through the secondary school years. I think direct physical assault seems to decrease with age, but verbal abuse appears to remain constant. Students who engage in bullying behaviours seem to have a need to feel powerful and in control.

Another deputy principal stated that:

> Bullying is done with a goal to hurt, harm, or humiliate. With bullying, there is often a power imbalance between those involved, with power defined as elevated social status, being physically larger, or as part of a group against an individual. Students who bully perceive their target as vulnerable in some way and often find satisfaction in harming them.

A principal was asked to explain some of the common discipline problems experienced in the school the principal reported that;

> The interview revealed that; the common indiscipline cases in schools are; sneaking out of the school compound, drug abuse, thefts and vernacular speaking. The interview further established that the main causes of student indiscipline in the schools are; over-protective guardians, peer pressure, inconsistency of punishments, poor parental care drug abuse, and drug abuse

4.5 Influence of Enforcement of Rules and Regulations on Student Discipline in Public Secondary Schools in Baringo County

The first objective sought to establish the extent to which enforcement of rules and regulations influence student discipline in public secondary schools in Baringo County. To achieve this objective, the study sought the views of the student leaders, class teachers and principals on the influence of enforcement of rules and regulations on student discipline in public secondary schools. The findings are presented and discussed in the sections that follow.

4.5.1 Students Views on Enforcement of Rules and Regulations

The student leaders' views on whether enforcement of rules and regulations has any influence on students' discipline were sought using a 5-point Likert scale and responses presented in Table 4.5.

Table 4. 5 Student leaders` views on Enforcement of rules and regulations

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
i. Our rules are strictly laid out in the school notice board	37	50.0	18	24.3	3	4.1	10	13.5	6	8.1	3.94
ii. I have a copy of implementable school rules and regulations	22	29.7	22	29.7	2	2.8	14	18.9	14	18.9	3.32
iii. Our school is strict on students dressing code	43	58.1	24	32.4	4	5.4			3	4.1	4.40
iv. We get permission before leaving the school	60	81.1	10	13.4	2	2.7	1	1.4	1	1.4	4.71
v. Our school is rigid on student's class attendance	37	50.0	25	33.8	8	10.8	2	2.7	2	2.7	4.25
vi. The student leaders ensure that noise making in the classrooms is kept to a minimum.	28	37.8	31	41.9	4	5.4	7	9.5	4	5.4	3.97
vii. Students are aware of consequences of breaking school rules and regulations.	49	66.1	19	25.7	3	4.1	2	2.7	1	1.4	4.52
viii. I don't like the existing	7	9.5	5	6.8	2	2.7	19	25.7	41	55.3	4.40

rules in the school.	

Most of the student leaders (94.6%) agreed that they got permission before leaving the school, with (2.8%) agreed and (2.7%) undecided. Majority of the student leaders (83.8%) agreed that the school was rigid on student's class attendance, with (10.8%) undecided and (5.4%) disagreed. Most of student leaders (79.7%) agreed that they ensure that noise making in the classrooms is kept to a minimum, with (5.4%) undecided and (14.9%) disagreed. Majority of the student leaders (91.9%) agreed they were aware of consequences of breaking school rules and regulations, with (4.1%) undecided and (4.1%) disagreed. Most of the student leaders (81.1%) disagreed that they don't like the existing rules in the school, with (16.3%) agreed and (2.7%) undecided.

On enforcement of rules and regulations the student leaders had rules strictly laid out in the school notice board, had a copy of implementable school rules and regulations and the school was strict on students dressing code. The students got permission before leaving the school, the school was rigid on student's class attendance, they ensure that noise making in the classrooms is kept to a minimum and students were aware of consequences of breaking school rules and regulations. The student leaders liked the existing rules in the school. The findings agrees with Jeruto and Kiprop (2011), who found that representative of students should participate in formulation of the school rules, the student body is faced with the obligation to comply with them. The students feel that they are partners in formulation process and so they are obliged to obey the rules agreed

upon. Mati et al., (2016), suggested that ownership was realized by student participation in decision making on formulation of school rules and disciplinary issues among other things.

4.5.2 Teachers Views on Enforcement of Rules and Regulations

The teachers view on enforcement of rules and regulations were sought using a 5-point Likert scale and responses presented in Table 4.6.

Table 4. 6 Teachers` Views on Enforcement of Rules and Regulations

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
i. I ensure that rules and regulations are strictly laid out in the school notice board	30	11.6	66	25.6	48	18.6	62	24.0	52	20.2	2.84
ii. I ensure that students have a copy of implementable school rules and regulations	68	26.4	90	34.9	74	28.7	24	9.3	2	.8	3.76
iii. I am strict on students dressing code	44	17.1	66	25.6	50	19.4	68	26.4	30	11.6	3.10
vi. I maintain that students get permission before leaving the school	70	27.1	68	26.4	60	23.3	34	13.2	26	10.1	3.47
v. I am rigid on student's class attendance	22	8.5	38	14.7	22	8.5	44	17.1	132	51.2	2.12
vi. Students are not involved in the formulation of school rules and regulations.	16	6.2	58	22.5	58	22.5	72	27.9	54	20.9	2.65

vii. Students know all the school rules.	22	8.5	50	19.4	40	15.5	66	25.6	80	31.0	2.48
Students maintain silence for fear of being punished.	16	6.2	64	24.8	72	27.9	68	26.4	38	14.7	2.81

Most of class teachers (61.3%) agreed that they ensure that students have a copy of implementable school rules and regulations, with (28.7%) undecided and (10.1%) disagreed. Majority of the class teachers (53.5%) maintain that students got permission before leaving the school, with (23.3%) undecided and (23.3%) disagreed. At least (42.7%) of the class teachers agreed that their school was strict on students dressing code, with (19.4%) undecided and (38%) disagreed.

Majority of class teachers 1 (68.3%) disagreed that they rigid on student's class attendance, with (8.5%) undecided and (23.2%) agreed. Most of the class teachers (56.6%) disagreed that they students know all the school rules, with (27.9%) agreed and (15.5%) undecided. Majority of the class teachers (48.8%) disagreed that students were not involved in the formulation of school rules and regulations, with (22.5%) undecided and (28.7%) agreed. From the study (41.1%) of the class teachers disagreed that students maintain silence for fear of being punished, with (27.9%) undecided and (31%) agreed. At least (44.2%) of the class teachers disagreed that they ensure that rules and regulations are strictly laid out in the school notice board, with (18.6%) undecided and (37.2%) agreed.

From the study the class teachers ensure that students have a copy of implementable school rules and regulations, maintain that students got permission before leaving the school and their school was strict on students dressing code and not rigid on student's class attendance. From the study students the students do not maintain silence for fear of being punished and teachers do not ensure that rules and regulations were strictly laid out in the school notice board. According to Kiprop (2012), school rules and regulations specify the "dos" and the "don'ts by members of the school community. Despite these specifications, breaking of these rules and regulations is rampant in many secondary schools in Kenya.

The students knew all the school rules and students were involved in the formulation of school rules and regulations. Similar findings in Zimbabwe by Nkarichia (2019) found that involvement of Student Council in implementing school rules influenced students' discipline. Involvement of students in formulation of the rules is quite crucial since the student's views are considered and this ensures that the rules are democratic, clear and not oppressive to the students. Participation makes the students to understand the rules guiding their behaviour in school and therefore find it easy to comply with them.

4.5.3 Influence of Administrators' Enforcement of Rules and Regulations on Student Discipline

The researcher conducted correlation analysis using Pearson correlation in order to establish the relationship between institution factors and students discipline in public secondary schools in Baringo County, Kenya.

Table 4. 7 Correlation on Enforcement of Rules and Regulations on Student Discipline

		Discipline	Rules and regulations
Discipline	Pearson Correlation	1.000	.526
	Sig. (2-tailed)		.000
	N	258	258
Rules and Regulations	Pearson Correlation	.256	1
	Sig. (2-tailed)	.000	
	N	258	258

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

Pearson's correlation product moment was carried out because all the variables were in interval scale. Pearson's product moment correlations were used to examine whether there is relationship between variables. Correlation coefficient showed the magnitude and direction of the relationship between the study variables. Findings of the study showed that there was a significant influence of administrators' enforcement of rules and regulations on student discipline (r=0.526, p =0.00) as shown in Table 4.7. This indicated that an increase in administrators' enforcement of rules and regulations there was an improved student discipline. The findings imply that the principals have ensured that they have enforced rules and regulations in the management of students' discipline.

Student participation in decision making in the areas of nature of punishment meted out to students and formulation of school rules were viewed differently by the teachers. The principals and students were of the view that student

participation in deciding the nature of punishment formulation of school rules had high influence on student discipline while the teachers were of the view that the influence was weak. This is an indication that the head teachers are pretty aware of the importance of student participation in formulation of school rules in so far as student discipline is concerned. This study agrees with Baumann and Krskova, (2016) who noted that the policies created with the students address the root problems and therefore they are likely to adhere to them, thus improving their behaviour. Nayak, (2014) observed that students should agree with the rules necessary for achieving the school purposes. When they agree with rules then they have the obligation to obey them.

The principals and deputy principals' views were gathered regarding how they involve students and teachers in writing of rules and regulations using an interview guide:

> The teachers meet in regular workshops and share ideas for their small groups of students that they mentor. They emphases on decision-making skills, topics students select to discuss, and displaying good manners and good attitudes. Schools with good discipline have a common mission, strategies and support the value of good citizenship from students. We use meetings to teach socially appropriate skills to help students deal with anger in a positive, constructive manner. The curriculum recognizes that violent behaviour is due to a loss of control. Students who have been involved in a fight or a serious verbal altercation must attend these meetings.

Moreover, a principal stated that:

> Administrators agreed that students should be praised and given rewards for good behaviors and for meeting goals. They emphasized the need for high expectations from all stakeholders. They stated that policies and rules should be discussed and posted the first days of school with all stakeholders having a voice in the discipline practices. They

> also stressed that students should have opportunities to be successful, and that teachers, administrators, and parents should give positive feedback to reinforce good behaviour and academic challenges.

The principals and deputy principals' views were gathered to establish the extent in which enforcement of rules and regulations influence students discipline in public secondary schools:

> School discipline is everybody's problem, and we need to be stricter in school. All the recent tragic events in schools are a clear indicator that we must get serious about school discipline and safety. We need new and tougher policies being put into place; schools must have an alternative place for students who are removed from regular classrooms. Several faculty meetings a year are devoted totally to discipline issues. Student management practices are discussed at weekly mentoring sessions that were set up to assist new teachers.

The principals and deputy principals' views were sought to establish the extent to which enforcement of rules and regulations influence students discipline in public secondary schools. A principal stated that:

> "The purpose of discipline is to facilitate learning and foster better relationships and respect between the students. It is also intended to help students become more self-directed, self-disciplined and accountable for their behaviour. I have found that students respond poorly to forceful discipline but well to discipline that is helpful. My philosophy is to provide clear limits and rules that are communicated to the students so that they have a clear understanding of what is expected of them. The rules are discussed and agreed upon to encourage accountability from the students....."

Sugut and Mugasia (2014) argue that where representative of students participates in formulation of the school rules, the student body is faced with the obligation to comply with them. The students feel that they are partners in

formulation process and so they are obliged to obey the rules agreed upon. Baumann and Krskova, (2016), found that ownership was realized by student's participation in decision making on formulation of school rules and disciplinary issues among other things.

4.6 Management of Peer Pressure on Student Discipline in Public Secondary Schools

The second objective sought to determine the influence of management of peer pressure on student discipline in public secondary schools in Baringo County. To achieve this objective, the study sought the views of the student leaders, class teachers and principals on the influence of management of peer pressure on student discipline in public secondary schools. This was determined using the views of the student leaders and class teachers collected from the questionnaires and principals' interviews on the management of peer pressure. The findings are presented and discussed in the sections that follow.

4.6.1 Students Responses on Management of peer pressure

The student leaders' views on management of peer pressure were sought using a 5-point Likert scale and responses presented in Table 4.8.

Table 4. 8 Students' Views on Management of Peer Pressure

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	F	%	F	%	F	%	F	%	F	%	Mean
i. Peer pressure makes students engage in drug and substance abuse	29	39.2	27	36.5	4	5.4	8	10.8	6	8.1	3.87
ii.Peer pressure makes student visit certain joints and clubs	27	36.4	29	39.2	5	6.8	4	5.4	9	12.2	3.82
iii. Peer pressure pushes students to join certain social and religious groupings	20	27.0	37	50.0	2	2.7	3	4.1	12	16.2	3.67
iv. Pressure makes students to dress as peers	14	18.9	34	45.9	8	10.8	7	9.5	11	14.9	3.44
v.Peer pressure makes students enter into a relationship	17	23.0	40	54.1	8	10.8	4	5.4	5	6.8	3.81
vi.Peer pressure makes students to join certain entertainment groups	15	20.3	37	50.0	11	14.9	4	5.4	7	9.5	3.66

Majority of the student leaders (75.7%) agreed that peer pressure makes students engage in drug and substance abuse. Majority of the student leaders (77%) agreed that peer pressure encourage students to join certain social and religious groupings, with (2.7%) undecided and (20.3%) disagreed.

On management of peer pressure variables, the findings indicated that peer pressure makes students engage in drug and substance abuse, visit certain joints and clubs and peer pressure encourage students to join certain social and religious groupings. The pressure makes students to dress as peers, enter into a relationship and to join certain entertainment groups. This agrees with Omangi (2016) that students in more than 130 schools in Kenya went on rampage across

the country causing unrests after sharing information on social media during the second term of the year 2016 leading to massive destruction of property.

4.6.2 Teachers Views on Management of Peer pressure

The class teachers view on management of peer pressure were sought using a 5-point Likert scale and responses presented in Table 4.9

Table 4. 9 Teachers' Views on Management of Peer Pressure

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	F	%	F	%	F	%	F	%	F	%	Mean
i.Peer pressure makes students engage in drug and substance abuse	96	37.2	56	21.7	44	17.1	50	19.3	18	7	2.96
ii.Peer pressure makes students to visit certain joints and clubs	48	18.6	104	40.3	72	29.5	26	10.1	4	1.6	3.64
iii.Peer pressure encourages students to join certain social and religious groupings	44	17.1	70	27.1	50	19.4	64	24.8	30	11.6	3.13
iv.Pressure makes students to dress as peers	52	20.2	88	34.1	62	24.0	32	12.4	24	9.3	3.43
v.Peer pressure motivates students to enter into relationships	122	47.3	92	35.7	28	10.9	11	4.2	5	2.0	2.37
vi.Peer pressure to motivates students to join entertainment groups	24	9.3	68	26.4	50	19.4	66	25.6	50	19.4	2.80

Most of class teachers (58.9%) agreed that they peer pressure makes students to visit certain joints and clubs, with (29.5%) undecided and (11.7%) disagreed. Most of the class teachers (54.3%) agreed that pressure makes students to dress as peers, with (21.7%) disagreed and (24%) undecided.

Majority of the class teachers (82.9%) agreed that peer pressure motivates students to enter into relationships, with (10.9%) undecided and (6.2%) agreed. From this perspective, differences in the way students perceive peer pressure and its influence on career decision making may result from other variables rather than type of school attended. The findings are consistent with Filade, et al. (2019) who claimed that peers, age cohort and gender have significant influence on academic performance of secondary school students and by Mugambi and Gitonga (2015) who asserted that peers influence behaviour and development of adolescents. Kariuki et al., (2015) assert that the type of school attended by students plays a critical role on career choice. The findings disagree with Olson (2008) argument that students' confidence in their ability to learn is influenced by type of schools attended.

4.6.3 Influence of Management of Peer Pressure on Student Discipline

Pearson’s product moment correlations were used to examine whether there exists a relationship between variables. The null hypothesis of the study stated that: There is no statistically significant influence of management of peer pressure on students’ discipline in public secondary schools.

Table 4. 10 Correlation on Management of Peer Pressure and Student Discipline

		Discipline	Peer Pressure
Discipline	Pearson Correlation	1.000	.474
	Sig. (2-tailed)		.000
	N	258	258
Peer Pressure	Pearson Correlation	.474	1
	Sig. (2-tailed)	.000	
	N	258	258

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

The findings of the study showed that there was a significant influence of management of peer pressure on student discipline ($r=0.474$, $p<0.05$) as shown in table 4.10. This implies that an increase in management of peer pressure there was an improvement student discipline.

The principals and deputy principals were asked to explain they manage peer pressure of your students in school in response:

> Peer pressure, or influence, comes in several forms, and these types of peer pressure can have a tremendous impact on a young person's behaviour. Parents can be the strongest influence in their child's life if they understand and are aware of the types of peer pressure their teenager is facing. Supporting healthy friendships, modelling responsible behaviour and keeping an open, judgment-free family dialogue are three key components of maintaining positive parental influence on a teenager.

> Some students can overpower the group and inhibit the contributions and learning of others. It's your responsibility to manage the group, without alienating these students or disrupting learning. In a small group, make eye contact with the domineering student and then thank them for their contribution. Then try asking someone in another part of the room to speak. If the student persists in dominating the discussion summarize

> their point and ask others to speak, or indicate that you are ready to move on by starting to prepare for the next activity.

Further research suggest that peer motivates one to go for more challenging tasks as one compares with other peers focus on making career decisions (Naz *et al*., 2014).

Peer pressure directly influences student's discipline such that as peer pressure increases, decision making among students also increases significantly. The implication of this finding is that career guidance programmes in schools might have paid less attention this important aspect of human development with regard to career guidance and counselling to students in schools. The results agree with Mugambi and Gitonga (2015); who posited that majority of students are motivated by pressure from siblings and schoolmates and that peers create links which lead to career decision making. The findings are consistent with Filade et al. (2019) who claimed that peers, age cohort and gender have significant influence on academic performance of secondary school students and by Clark and Loheac (2007) who asserted that peers influence behaviour and development of adolescents.

4.7 Influence of Involvement of Students in Decision-Making on Student Discipline

The third objective of this study was to determine how the involvement of students in decision-making influences student discipline in public secondary

schools in Baringo County. To achieve this objective, the study sought the views of the student leaders, class teachers and principals on the influence of involvement of students in decision-making on student discipline in public secondary schools. This was determined using the views of the student leaders and class teachers collected from the questionnaires and principals' interviews on involvement of students in decision-making. The findings are presented and discussed in the sections that follow.

4.7.1 Students views on Involvement of Students in Decision-making

The student leaders' views on involvement of students in decision-making were sought using a 5-point Likert scale and responses presented in Table 4.11.

Table 4. 11 Student Leaders views on Involvement of Students in Decision-making

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	F	%	F	%	F	%	F	%	F	%	Mean
i.We are involved in choosing time to study	13	17.6	14	18.9	6	8.1	20	27.0	21	28.4	2.78
ii.We are consulted on the choice of dressing code	8	10.8	8	10.8	9	12.2	22	29.7	27	36.5	2.29
iii.We are involved in deciding on choice of entertainment	12	16.2	22	29.7	5	6.8	19	25.7	16	21.6	2.93
vi.We are involved in choosing place to go during field trips	16	21.6	19	25.7	10	13.5	20	27.0	9	12.2	3.17
v.We are involved in choosing of menu	9	12.2	9	12.2	9	12.2	21	28.4	26	35.1	2.37

Majority of the student leaders (55.4%) disagreed that they were involved in choosing time to study. Most of student leaders (66.2%) disagreed that they were consulted on the choice of dressing code.

The findings indicated that student leaders were not involved in choosing time to study. Though some student leaders acknowledged involvement in deciding the time of the preps and weekend programme, majority of the student leaders were of the view that the extent of participation was low. Similar findings were reported by Okwany, (2020) in a study where majority of the respondents said that the Student Councils were not involved in deciding the time of the preps. This agrees with Tikoko and Kiprop (2011) that student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders. Students may be excluded from examinations, evaluation of student performance, appointment of teachers and other secret matters, among others. Though this view appears to support student participation in decision making, it however confines student involvement in decision making to specific areas of school life.

The findings indicated that student leaders were not consulted on the choice of dressing code, in deciding on choice of entertainment and in choosing of menu as well as field trips. The findings were in concurrence with those of Chemutai and Chumba (2014) who found that Student Councils were involved in making decisions concerning extra curriculum activities though the study did not establish the extent of student participation. The Student Councils are used as avenues of student participation in decision making in secondary schools. The findings support of those of Okwany, (2020) who noted that Student Council members coordinate co-curricular activities in school.

4.7.2 Class teachers View on Involvement of Students in Decision-making

The class teachers view on involvement of students in decision-making were sought using a 5-point Likert scale and responses presented in Table 4.12.

Table 4. 12 Class teachers View on Involvement of Students in Decision-making

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
i.Students are involved on the choice of time to study	10	3.9	50	19.4	50	19.4	88	34.1	60	23.3	2.46
ii.The students are consulted on the choice of dressing type	8	3.1	29	11.2	14	5.4	197	20.2	10	3.9	3.24
iii.The students are involved in deciding on choice of entertainment	20	7.8	102	23.3	56	21.7	44	33.3	36	14.0	2.77
iv.The students are involved on choice of where to go for field trips	32	12.4	138	53.5	70	27.1	38	14.7	28	10.9	3.23
v.Students make choices on their menu	34	13.2	26	10.1	22	8.5	66	25.6	136	52.7	1.85

Majority of the class teachers (57.4%) disagreed that they were involved in choosing time to study, with (19.4%) undecided and (23.3%) agreed. Most of

the class teachers (80.1%) disagreed that student made decisions on choice of dressing code, with (14.3%) agreed and (5.3%) undecided. At least (78.3%) class teachers disagreed that they were consulted on the choices on their menu, with (8.5%) undecided and (13.2%) agreed.

From the study (47.3%) of the class teachers agreed that they were involved in deciding on choice of entertainment, with (21.7%) undecided and (31.1%) agreed. Majority of the class teachers (65.9%) agreed that students were involved on choice of where to go for field trips, with (8.5%) undecided and (25.6%) disagreed.

The class teachers' view on involvement of students in decision-making indicated that they were not involved in choosing time to study and students make choices on their menu. Sometimes students were consulted on the choice of dressing code, involved in deciding on choice of entertainment and choice of where to go for field trips. Tikoko and Kiprop (2011) observed the levels of student involvement in decision making are debatable. This agrees with Kariuki et al. (2015), participation of the Student Council in decision making process is recommended because when individuals participate in decision-making, they are more satisfied with the decision that has been collectively made and concluded that managing students' behaviour requires a concerted effort of the parents, teachers and the school principals as the key.

When the students participate in selection of their leaders, they are more acceptable to the students' body and the students are always willing to support them in performance of their duties and responsibilities. This enhances student

discipline in schools. Nayak (2014) observed that group self-discipline is achieved when students are allowed to select their leaders democratically. The students know their peers well and they know those with leadership qualities, who can effectively represent them in school management.

4.7.3 Influences Involvement of Students in Decision-making on Student Discipline

The third null hypothesis of the study stated that: There is no statistically significant influence of principals' involvement of student in decision making on students' discipline in public secondary schools. Pearson's product moment correlations were used to examine whether there exists a relationship between variables.

Table 4. 13 Correlation between Levels of Involvement of Students in Decision-making and Student Discipline

		Discipline	Decision Making
Discipline	rson Correlation		}**
	(2-tailed)		)
Decision	rson Correlation	}**	
Making	(2-tailed)	)	

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

b. List wise N=258

Findings of the study showed that there was a significant influence of involvement of students in decision-making on student discipline (r=0.753, p =0.00) as shown in table 4.13. This indicated that an increase in involvement of students in decision-making there was an increase in student discipline.

Involvement of students in decision-making led to students developing positive attitude towards school, student leadership obeyed by other students, students became more responsible and self-driven, and students are more attentive, organized and participative among other things. These are the indicators of good or enhanced discipline of the students. This implies that Student Council is an effective system of student leadership and it has impacted positively on student's discipline. The findings of this study are consistent with those of Mugambi and Gitonga, (2015) who found that indiscipline cases among students had reduced significantly since the introduction of the Student Councils in secondary school. The findings are also in agreement with the report of KSSHA, (2014) where it was noted a 78% drop in strikes after the schools started embracing Student Councils. Therefore, there is no doubt that Student Council is the right system of student leadership in secondary schools and all schools should embrace it. It is effective in maintenance of good student discipline and enhancing academic performance in school (UNICEF, 2010).

4.8 Administrators' Management of Students' Use of Social Media and Student Discipline in Public Secondary Schools

The fourth objective sought to establish the extent to which use of social media influence students discipline in public secondary schools in Baringo County. To achieve this objective, the study sought the views of the student leaders, class teachers and principals on the influence of the use of social media on student discipline in public secondary schools. This was determined using the views of the student leaders and class teachers collected from the questionnaires and

principals' interviews on the use of social media. The findings are presented and discussed in the sections that follow.

4.8. 1 Students Views on Use of Social Media

The student leaders' views on use of social media were sought using a 5-point Likert scale and responses presented in Table 4.14.

Table 4. 14 Students Views on Use of Social Media

Statement	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
i.Students have pressure of owning a phone in school	6	8.1	15	20.3	5	6.8	17	23.0	31	41.9	2.29
Students spent too much time using a given form of electronic media	7	9.5	10	13.5	11	14.9	20	27.0	26	35.1	2.35
ii. Playing violent video games makes students violent	23	31.1	22	29.7	10	13.5	10	13.5	9	12.2	3.54
iii. Watching sexy movies makes students sex crazy	38	51.4	18	24.3	7	9.5	5	6.8	6	8.1	4.04
vi. Listening to violent and romantic music encourages violence and 4.04early sexual practices among students	27	36.5	30	40.5	5	6.8	8	10.8	4	5.4	3.91
vii. Viewing peer commercials, contest and celebrities encourages students towards	18	24.3	20	27.0	13	17.6	13	17.6	10	13.5	3.31

using drug and substance abuse.											
viii. Access of internet makes students visit pornographic sites	22	29.7	24	32.4	7	9.5	11	14.9	10	13.5	3.50
ix. Access of phone makes students vulnerable to join cults	8	10.8	27	36.5	14	18.9	17	23.0	8	10.8	3.13

Majority of the student leaders (60.8%) agreed that playing violent video games makes students violent with (13.5%) undecided and (25.7%) disagreed. Most of the student leaders (75.7%) agreed that watching sexy movies makes students' sex crazy, with (9.5%) disagreed and (14.9%) undecided. Majority of the student leaders (77%) agreed that listening to violent and romantic music encourages violence and early sexual practices among students, with (6.8%) undecided and (16.2%) disagreed. Most of student leaders (51.3%) agreed that viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse, with (17.6%) undecided and (31.1%) disagreed.

Majority of the student leaders (62.1%) agreed that access of internet makes students visit pornographic sites, with (9.5%) undecided and (28.4%) disagreed. Majority of the student leaders (64.9%) disagreed that students have pressure of owning a phone in school, with (6.8%) undecided and (28.4%) agreed. Most of student leaders (62.1%) disagreed that students spent too much time using a given form of electronic media, with 11(14.9%) undecided and (23%) agreed. At least (47.3%) student leaders agreed that access of phone makes students vulnerable to join cults, with (33.8%) disagreed and (18.9%) undecided.

On the use of social media variable student leaders agreed that playing violent video games makes students violent. According to Duley (2015), a number of anxiety and personality disorders stem from spending too much time on the internet that was causing social media addiction. The addiction culminated in what she refers to as “social media anxiety disorder syndrome”. This disorder reduces the functioning efficiency of their brains and increases the stress that disconnects the brains and the classroom work.

According to Maslin, Abdelsalam, Abuhassna and Mahmood (2021) study’s results demonstrate that the number of studies that address student behaviors on OSNs have recently increased. Moreover, the identified studies focused on five research streams, including academic purpose, cyber victimization, addiction, personality issues, and knowledge sharing behaviors. Most of these studies focused on the use and effect of OSNs on student academic performance. Most importantly, the proposed study framework provides a theoretical basis for further research in this context.

Students watching sexy movies makes students sex crazy and listening to violent and romantic music encourages violence and early sexual practices among students. A similar research by Kirea (2015) established that students are involved in a risky sexual behaviour that includes being seduced by sexual predators or child pornographers. Posting of sexually suggestive material or self-producing child pornography and making connections with other students for sexual hook-ups was also reported to be on the increase. This was further compounded by the increase of cases of students committing suicide in Kenya

because of inappropriate exposure on the social media as reported by Angira (2015).

The access of internet makes students visits pornographic sites. These affirm that the students' morals have decayed to extreme low levels because of exposure to pornography. According to research by Nayak (2011), on the negative effects of social media, school boys were so involved in and distracted by sexing. The school girls similarly resorted to sending inappropriate photos of themselves to boys.

The viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse. This agrees with Hamilton (2015) that advertisements all over the world have negative influences on teenagers (especially students) through the depiction of celebrity movie stars using tobacco products and exposure to thousands of junk food advertisements. The constant excessive exposure of sexual activities and violent images in movies, endless beer advertisements and hair cut styles have all influenced students negatively.

4.8.2 Teachers Views on the Use of Social Media

The class teachers view on use of social media were sought using a 5-point Likert scale and responses presented in Table 4.15.

Table 4. 15 Teachers' Views on the Use of Social Media

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	F	%	F	%	F	%	F	%	F	%	Mean

i. Students have pressure of owning a phone in school	24	9.3	54	20.9	48	18.6	72	27.9	60	23.3	2.65
ii. Students spent too much time using a given form of electronic media	40	15.5	94	36.4	82	31.8	36	14.0	6	2.3	3.48
iii. Playing violent video games makes students embrace violence	70	27.1	68	26.4	54	20.9	32	11.4	34	13.2	2.97
iv. Watching sexy movies makes students compromise their moral behaviour	52	20.2	82	31.8	66	25.6	30	11.6	28	10.9	3.38
v. Watching romantic movies encourages early sexual practices among students	30	11.6	126	48.8	18	7.0	40	15.5	44	17.1	2.38
vi. Viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse.	52	7.8	80	17.8	60	23.3	37	14.3	29	11.2	2.62
vii. Access of internet makes students visit pornographic sites	62	24.0	82	31.8	40	15.5	50	19.3	24	9.3	2.50
viii. Access of phone makes students vulnerable to join cults	32	12.4	70	27.1	72	27.9	70	27.1	14	5.4	2.86

Most of the class teachers (51.9%) agreed that students spent too much time using a given form of electronic media, with (16.3%) disagreed and (31.8%) undecided. Majority of the class teachers (52%) agreed that watching sexy movies makes students compromise their moral behaviour, with (25.6%) undecided and (22.5%) disagreed. Majority of the class teachers (50.2%) disagreed that students have pressure of owning a phone in school, with (18.6%) undecided and (30.2%) agreed.

Most of class teachers (60.4%) agreed that watching romantic movies encourages early sexual practices among students, with (7%) undecided and

(32.6%) disagreed. Majority of the class teachers (51.2%) disagreed that viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse, with (23.3%) undecided and (25.6%) agreed. Majority of the class teachers (55.8%) agreed that access of internet makes students visit pornographic sites, with (15.5%) undecided and 7 (28.7%) disagreed. At least (39.5%) class teachers agreed that access of phone makes students vulnerable to join cults, with (32.5%) disagreed and (27.9%) undecided.

> The most popular platform was Facebook, with 95.8% of students active on the platform. YouTube, Instagram, Twitter and LinkedIn were next in popularity, with usage rates of 77%, 71.3% and 69% respectively. The deputy principals of some schools under study reported that most students who requested phones to make calls automatically called parents because of wanting pocket money, asking for replenishing personal effects or reminding them to come to school on visiting day. From this findings, it is established that social media does not disconnect students from parents.

The class teachers agreed that students spent too much time using a given form of electronic media and watching sexy movies makes students compromise their moral behaviour. The responses above clearly indicated that social media indeed accelerated indiscipline in schools. As stated in by Kiprop (2011), cases of students sneaking out of schools, students committing suicide because of inappropriate exposure to social media, students' suspensions from schools and other forms of students' unrests in schools mostly emanated from social media effects.

The students had no pressure of owning a phone in school, watching romantic movies encourages early sexual practices among students, viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse. Student's access of internet makes students visit pornographic sites and access of phone makes students vulnerable to join cults. Minambo (2014) posits that competition to own the best smartphones among students in schools contributed to the rise of theft cases as all students strived to march one another irrespective of their family background. The above results affirm what is in the reviewed literature that the students' morals have decayed to extreme low levels because of exposure to pornography. According to research by Nkomo & Fakrogha (2016), on the negative effects of social media, school boys were so involved in and distracted by sexting. The school girls similarly resorted to sending inappropriate photos of themselves to boys.

4.8.3 Influence of controlling the use of social media information on students discipline

The fourth null hypothesis of the study stated that: There is no statistically significant influence of principals' controlling use of social media on students' discipline in public secondary schools. Pearson's product moment correlations were used to examine whether there exists a relationship between variables.

Table 4. 16 Correlation on controlling the use of social media information and student discipline

		Discipline	Social Media
Discipline	Pearson Correlation	1.000	.594
	Sig. (2-tailed)		.000

	N	258	258
Social Media	Pearson Correlation	.594	1
	Sig. (2-tailed)	.000	
	N	258	258

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

Findings of the study showed that there was a significant influence of controlling the use of social media information on student discipline (r=0.594, p =0.00) as summarized in Table 4.16. This indicated that an increase in controlling the use of social media information there was an improved student discipline.

From the interviews with the principal when asked how social media information influence the students discipline in in your schools, stated that;

> It is evident that social media influences students' discipline in schools. Therefore, social media accelerates students' indiscipline. It also influences students to cheat in examinations. Moreover, it exposes students to pornography. Social media also destroys students' morals and character. It denies students time to study and makes students lazy. Additionally, social media is destructive to learning due to sheng. Further, it disconnects students from church matters and it affects their memory and thinking capacity. Lastly, social media increases students' stress, depression, misery and mental disorders and reduces communication ability among the peers. Danjo and Guevarra (2021) revealed that junior high school students sometimes utilize social media for academic purposes. The computed academic performance of the student is satisfactory and the psychosocial behavior of the students is considerable. The null hypothesis stating that social media has no significant

influence to the academic performance and psychosocial behavior of the students had been rejected.

From the interviews with the principal one of the interviews stated that;

> Social Media platforms are a major factor that are leading to distraction and hindrance of mind. These days students tend to lose their focus from studying and rather enjoy browsing on Social Media. All of this leads to wastage of time without learning anything from it. Most of the time, students are incapable of submitting their work in the specified time frame because they are more focussed on using Social Media platforms.

4.8.4 Most Favourite Social Media Platforms Used by Students

Table 4. 17 Most favourite social media platforms used by students

Statement	Frequency	Percent
What's App	15	20.9
Facebook	37	50.4
Twitter	14	19.4
Instagram		7.0
Skype	2	2.3
Total		**100.0**

From the study, the most favourite social media platforms used by students was Facebook 130 (50.4%), followed by WhatsApp 54 (20.9%). This indicated that that Facebook and WhatsApp were the most favourite social media platforms among the students.

From these findings, it is clear that some social media sites such as the Facebook and WhatsApp are more preferred by students. Social media is a key part of the internet experience for many who have been using Facebook and Twitter for

years. However, generally the findings indicate that social media usage among students was common. Online media offers a potentially engaging channel for course communication and engagement (Van De Bogart, & Wichadee, 2015).

This agrees with Al-Sharqi, Hashim and Kutbi (2015) and Internet World Statistics (2016) who pointed out that there is an increase in Facebook registration and Twitter usage in Kenya. Social media websites have become notorious for cyber bullying as students post inappropriate content like pornography for the public to consume (Nyongesa et al, 2016). Students spend most of their time checking their social media sites like Facebook, WhatsApp and Twitter accounts instead of studying during holidays at home and sneak out of schools during school days to search for cyber cafes to interact with others on these social media sites.

4.9 Influence of Principal Mode of Communication on Student Discipline in Secondary Schools

The fifth objective sought the extent to which principal mode of communication influence student discipline in secondary schools in Baringo County. To achieve this objective, the study sought the views of the student leaders, class teachers and principals on the influence of principal mode of communication on student discipline in public secondary schools. This was determined using the views of the student leaders and class teachers collected from the questionnaires and principals' interviews on principal mode of communication. The findings are presented and discussed in the sections that follow.

4.9.1 Students' Views on Principal Mode of Communication

The student leaders' views on principal mode of communication were sought using a 5-point Likert scale ranging from effective to ineffective and responses presented in Table 4.18.

Table 4. 18 Students' Views on effectiveness of Principals' Mode of Communication

Statements	Very effective		Effective		Fairly ineffective		Ineffective		Very ineffective		
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Mean**
i. My principal communicates through official letters, circulars and memos	13	17.6	15	20.3	12	16.2	22	29.7	12	16.2	2.93
ii. My principal uses open door policy	21	28.4	19	25.7	13	17.6	16	21.6	5	6.8	3.47
iii. My principal uses barazas to communicate	8	10.8	16	21.6	13	17.6	14	18.9	23	31.1	2.62
vi. My principal uses student assembly to pass information	61	82.4	4	5.4	3	4.1			6	8.1	4.54

At least (45.9%) of the student leaders found the principal communication through official letters, circulars and memos to be ineffective, with (37.9%) to be effective and (16.2%) fairly effective. Most of student leaders (54.1%) agreed that the principal use of open-door policy to be effective mode of communication, with (17.6%) fairly effective and (28.4%) as ineffective mode of communication. Majority of the student leaders (50%) agree that principal

use of barazas to communicate was effective to be ineffective, with (32.4%) to be effective and (17.6%) fairly effective. Most of student leaders (87.8%) agreed that the principal use of student assembly to pass information was effective, with (4.1%) fairly effective and (8.1%) as ineffective mode of communication.

The student leaders found the principal communication through official letters, circulars and memos. These results concur with Mule, Kalai and Mulwa (2017), who observed that schools had a wide range of methods that could be used to dialogue with students and with the provision of suggestion boxes students would write and drop their grievances. On the principal communication, the student leaders agreed that the principal use of open-door policy to be effective mode of communication. This agrees with Kiprop (2012), recommended creation of opportunities for teachers, students and administrators to sit and discuss issues affecting them and their school freely. Effective management of discipline requires collaboration between the principal, staff, students, parents and the community. This concurs with Nkomo and Fakrogha (2016), who observed that assemblies as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school. This implies that improving on effective communication by use of school assemblies for important ideas could step up students' discipline in secondary schools.

These results agree with Baumann and Krskova (2016), who argued that during school assemblies the principals and deputy principals constantly reminded the

students of their responsibilities. This type of communication during assemblies enhances good attitudes towards teaching, learning and the whole educational processes and systems within the school. The student leaders found the use of Barraza's to be ineffective mode of communication. The dialogue was one of the methods used by schools to enhance effective communication in Schools.

Kiprop (2012), concurs with the research findings that schools which have strong participative culture that practice shared values have teachers and students who are committed and follow negotiated routine that is likely to be more effective in achieving their goals. On communication practices association with student unrest it was evident that communication practices influenced students' unrest. Majority of the students responded that administrators do not give feedback on most issues concerning students. Most respondents concur with the findings that effective communication practices reduce role conflicts, interpersonal and intra department conflicts leading to collaborative communication practices.

4.9.2 Teachers View on Principal Mode of Communication

The class teachers view on principal mode of communication were sought using a 5-point Likert scale ranging from strongly disagree to strongly agree and responses presented in Table 4.19.

Table 4. 19Teachers View on Principal Mode of Communication

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Mean
i. Our principal communicates	24	9.3	64	24.8	46	17.8	74	28.7	50	19.4	2.75

through official letters, circulars and memos											
ii. Our principal uses open door policy	36	14.0	110	42.6	78	30.2	32	12.4	2	.8	3.56
iii. Our principal communication feedback is timely	32	12.4	74	28.7	54	20.9	70	27.1	28	10.9	3.04
iv. The principal uses barazas to communicate	24	9.3	74	28.7	74	28.7	58	22.5	28	10.9	3.03
v. Our principals pass the information depending the type and urgency of the message.	20	7.8	60	23.3	28	10.9	28	10.9	122	47.3	2.33
vi. The communication of our principal is timely	24	9.3	62	24.0	54	20.9	70	27.1	48	18.6	2.78

Most of class teachers (56.6%) agreed that the principal use of open-door policy to be effective mode of communication, with (30.2%) undecided and (20.2%) disagree on the open-door policy communication. At least (41.1%) class teachers agree that principal communication feedback is timely, with (20.9%) undecided and (39%) disagree. Majority of class teachers (58.2%) disagreed that principals pass the information depending the type and urgency of the message, with (10.9%) undecided and (31.1%) agree on the open-door policy communication. From the study (48.1%) of the class teachers disagree that the principal communication through official letters, circulars and memos, with (34.1%) agreed and (17.8%) undecided. At least (33.4%) class teachers disagreed that the principal use of *barazas* to communicate, with (28.7%) undecided and (39%) agreed. From the study at least (45.7%) of class teachers disagreed that the principal communication was timely, with (20.9%) undecided and (33.3%) agreed.

The class teacher's view on principal mode of communication found that the principal use of open-door policy to be effective mode of communication and sometime principal communication feedback was timely. This agrees with Njoroge and Nyabuto (2014) that principals need to encourage open door policy where students are free to see the head of the institution to explain their problems, should encourage students to bring creative ideas, accept that he or she is capable of making mistakes, allow students to question his or her views, show no favourites and treat all students equally, encouraging democratic form of school organization in which students elect their own leaders.

Majority of teachers' responses agreed that principals' communication strategies affect students' discipline, because effective means of communication strategy promotes attitude change and enhances dialogue between the principal and the students as they become more serious and focused.

Class teachers disagreed that principals pass the information depending the type and urgency of the message. The class teachers disagree that the principal communication through official letters, circulars and memos, use of barazas to communicate and the principal communication was timely. It was evident that, principals use means of communication influence students' discipline where, principal's use well spelt written communication through official letters, circulars, memos, notices, printouts, school magazines and handbooks in their school to communicate.

The findings indicated that the class teachers indicated that their principal uses open door policy. Communication in secondary schools is basically top-down

hierarchy with the Board of Management (BOM) at the top of hierarchy, followed by the School Principal, the Deputy Principal, senior teacher, Heads of Departments (HODs), class teachers, and finally the subject teachers with students not being part of the school administration. In this type of administrative structure, communication is generally a one –way process that involves passing of messages and information from top-down fashion, ranging from the school administration to the students. In this case the school administration gives instructions to students rather than encouraging dialogue and open discussion between the students and the school administration (Nkomo & Fakrogha, 2016).

4.9.3 Influence of Principal Mode of Communication on Student Discipline

The fifth null hypothesis of the study stated that: There is no statistically significant influence of principals' mode of communication on students' discipline in public secondary schools. Pearson's product moment correlations were used to examine whether there exists a relationship between variables.

Table 4. 20 Correlation on Principal Mode of Communication and Student Discipline

		Discipline	Mode of Communication
Discipline	Pearson Correlation	1.000	.614
	Sig. (2-tailed)		.000
	N	258	258
	Pearson Correlation	.614	1
	Sig. (2-tailed)	.000	

Mode of Communication	N	258	258

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

Findings of the study showed that there was a significant influence of principal mode of communication on student discipline (r=0.614, p =0.00) as shown in table 4.20. This indicated that an increase in principal mode of communication there was an increase in student discipline.

These findings imply that mode of communication between students and school administration influences students' discipline. This implies that effective communication between students, teachers and school administration reduces conflicts which may result into indiscipline that may cause confrontations as was witnessed in 2008-2009 when majority of secondary schools in Kenya experienced strikes (Kiprop, 2012). Effective communication must be enhanced. This will enable effective day to day management of schools. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff (Kirea, 2015). Communication between students and school administration is one of the duties. Medium to create discipline atmosphere is also appeared from hierarchical observation, normalizing judgement, and examination (Ilyasin, 2019).

The indiscipline cases reported in Kenya show evidence of a communication breakdown between the school's administration and the prefects. Thus, the procedures of communication are a two-way flow of information from top to

bottom and bottom-up involving prefects. The main task of the student councils normally is to help in running school on behalf of the teachers Kirea (2015). Secondary school governance has been characterized by authoritarianism and traditional modes of administration where communication and decision making are vested in the school Principals and BOM, (Nkomo & Fakrogha 2016; Kipsoi, Chang'ach, & Sang, 2012). They pass on information to students vertically from top authority to the students (downward communication).

From the interviews with the principal one of the interviews stated that;

> Fellow students usually school prefects, the teachers on duty, senior teacher, deputy principal as well as the school principal spell out the consequences of misbehaviour mainly verbally through available communication channels. This enhances the culture of good discipline within the schools. The teachers and the school head sensitize the students on the expected behaviour and spell out well school expectations and order of doing things on daily basis. Good attitudes towards teaching, learning and the whole educational processes and systems within the school are enhanced by this type of communication during assemblies.

It was also reported by the respondents that during these assemblies, the principals and their deputies communicate to the students mostly about discipline issues. Nkomo and Fakrogha (2016) and Baumann and Krskova (2016) concurs by stating that communication during assembly is among some of the communication strategies commonly used by teachers on student's discipline.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusions policy recommendations, and suggestions for further studies.

5.2 Summary of the Study

The purpose of this study was to establish the administrators' practices influencing students discipline in public secondary schools in Baringo County, with a view of informing educational practices in Kenya. It was guided by the following objectives:

i) Establish the extent to which administrators' enforcement of rules and regulations influence student discipline in public secondary schools in Baringo County.

ii) Determine the influence of management of peer pressure on student discipline in public secondary schools in Baringo County.

iii) Examine how the involvement of students in decision-making influences student discipline in public secondary schools in Baringo County.

iv) Establish the extent to which controlling the use of social media information influence students discipline in public secondary schools in Baringo County.

v) Determine the extent to which principals' mode of communication influence student discipline in secondary schools in Baringo County.

The study employed descriptive survey research design. From a target population of 1323 respondents, a sample size of 413 respondents were stratified proportionate sampling.

5.2 Summary of the Findings:

5.2.1 Extent to Which Administrators' Enforcement of Rules and Regulations Influence Student Discipline

On enforcement of rules and regulations the student leaders had rules strictly laid out in the school notice board, had a copy of implementable school rules and regulations and the school was strict on students dressing code. The students got permission before leaving the school, the school was rigid on student's class attendance, they ensure that noise making in the classrooms is kept to a minimum and students were aware of consequences of breaking school rules and regulations. The student leaders liked the existing rules in the school ($r=0.526$, $p<0.05$).

5.2.2 Influence of Administrators' of Peer Pressure on Student Discipline

On peer pressure the findings shows that students' engage in drugs and substance abuse, visit certain joints and clubs and also certain social and religious groups. Peer pressure directly influence discipline because students' make decisions and career choices basing on pressure from peers. It was noted that positive and negative peer pressure will influence the student discipline positively or negatively respectively ($r=0.474$, $p<0.05$).

5.2.3 Extent to which Involvement of Students in Decision-making Influence Student Discipline

Majority of the students noted that they have been left out in decision-making process on matters that affect them even though they are key stakeholders in schools. Their participation in decision relation to dress code, the food menu and choice of field trips would greatly reduce the indiscipline cases in schools in Baringo County ($r=0.753$, $p<0.00$). The findings student's feels like the administration treated students as minor, immature and inexperienced to make independent decisions on matters of the school and are viewed as problematic.

5.2.4 Extent to Which Controlling the Use of Social Media Information Influence Students Discipline

The findings shows that social media has increased sharing of information on drug abuse among middle school students. There has also been a growing pattern of drug abuse after the advent of the internet among teenagers. It's clear from the findings that social media sites have fuelled the abuse of prescription drugs among youths. The use of social media impacts students discipline($r=0.594$, $p=0.00$).

5.2.5 Influence of Administrator's Mode of Communication on Student Discipline

From these findings showed that clear communication between students and school administration influences students' discipline ($r=0.614$, $p<0.00$). Effective communication between students, teachers and school administration reduces conflicts such as use of open-door policy which may result into

indiscipline that may cause confrontations as was witnessed in 2008-2009 when majority of secondary schools in Kenya experienced strikes. Effective communication must be enhanced. This will enable effective day to day management of schools. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff. The study also sought to establish the influence of principals' mode of communication and indiscipline in student. The findings showed that communication between students and school administration influences students' discipline. Majority of the teachers suggested that effective Communication between students, teachers and school administration reduces conflicts which may result into indiscipline. Students and teaches strongly support Open door policy to reduce indiscipline cases in most schools.

5.3. Conclusion

Students should not be left out in formulation of rules and regulations and decision-making process on matters that affect them even though they are key stakeholders in schools. Their participation should not be seen to cause undue pressure to the school management, administrators, teachers and parents. When students are treated or seen as minor, immature and inexperienced to make independent decisions on matters of the school and are viewed as problematic. This renders them passive, as decisions that concern them are made on their behalf either by their teachers, parents or administrators including the BOM.

The findings shows that social media has increased sharing of information on drug abuse among middle school students. There has also been a growing pattern of drug abuse after the advent of the internet among teenagers. It is clear from the findings that social media sites have fuelled the abuse of prescription drugs among youths. The use of social media impacts academic performance among students in Baringo County.

On management of peer pressure variables, the findings indicated that peer pressure makes students engage in drug and substance abuse, visit certain joints and clubs and peer pressure encourage students to join certain social and religious groupings. The pressure makes students to dress as peers, enter into a relationship and to join certain entertainment groups.

The communication between students and school administration influences students' discipline. Effective Communication between students, teachers and school administration reduces conflicts which may result into indiscipline that may cause confrontations. Principals should encourage open door policy should be encouraged in school to compact the indiscipline cases.

The study established that there was a significant relationship between administrators' practices and students discipline in public secondary schools in Baringo County, Kenya. The findings indicated that administrators' enforcement of rules and regulations, management of peer pressure, involvement of students in decision-making, controlling the use of social media information and principal mode of communication influence student discipline in secondary schools in Baringo County.

5.4. Recommendation

Based on the findings and conclusion, the study recommends that:

- The Principals should take preventive measures of maintaining student discipline such as ensuring adequate participation of students in decision-making in all areas of school management, promote both top-down and bottom-up communication to minimize or eliminate the chances of school unrests and other types of indiscipline. Schools should also take corrective measures such as guidance and counseling by the teachers and other professional counselors among other things.
- The Principals should ensure that school rules and regulation are visibly displayed on school notice boards and some walls and also ensure that these rules are outlined during school assemblies. From the findings of the study, involving students in the process of formulating rules is critical to the creation of a healthy school climate and that this promotes high levels of student discipline.
- The Kenya Institute of Curriculum Development (KICD) should develop a curriculum on management of peer pressure on discipline. This can be achieved by developing and implementing efficient guidance and counselling programmed in schools that can create awareness among students on the implications of peer pressure on student discipline. In addition, there is need to introduce guidance and counselling early in school to demystify the influence of peer pressure
- Moreover, the Ministry of Education, the Teachers Service Commission, school principals, deputy principals, heads of guidance and counselling

departments and teachers should jointly embrace the use of the parameters for measuring discipline in schools for the purposes of assessment, promotion and delocalization.

- The school principals should build the necessary frameworks and communication avenues for relaying information in public secondary schools. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff.
- Parents make a difference in student achievement and behavior. Schools should institute policies requiring teachers to contact parents periodically throughout the year. Half-term or end-of-term reports are often not enough. Calling takes time, but parents can often provide solutions to difficult classroom problems.

5.5 Suggestion for Further Research

The researcher suggests a further study to be done on:

i) The influence of principals' administration' practices on the academic performance.

ii) The influence of BOM governance practices on students discipline in secondary schools.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational Administration and Planning,
P. O. Box 92-902
Nairobi.

Dear Respondents,

RE: ACADEMIC RESEARCH THESIS

I am student pursuing Degree of Doctor of Education in Education Administration from University of Nairobi. I wish to conduct a research entitled **Administrators' Practices Influencing Student Discipline in Public Secondary Schools in Baringo County, Kenya.** A questionnaire and an interview guide have been designed for the purpose of collecting relevant information for the proposed study. I am kindly requesting you to fill the questionnaires as honest as possible. The information collected will be used for academic purposes. Ethical principles will be adhered to and identity will be kept confidential. The findings will not contain any references to individuals.

Your assistance will be highly appreciated.

Yours Sincerely,

Salina Kaliny

E96/93561/2013

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

Section A: Demographic information

Please tick (√) to indicate your answer

1. What is your gender: Male [ ] Female [ ]

2. What is your age? Below 13 years [ ] 14-16 years [ ] 17-19 years [ ] 20 and above years [ ]

Section B: School based factors influencing student discipline

1. The following are the statements on the effect of school factors on student disciplines in public secondary schools. Please tick the response, which matches your opinion. **Key: 5**= (SA) Strongly Agree, **4**= (A) Agree, **3**= (UD) Undecided, **2** = (D) Disagree, **1**= (SD) Strongly Disagree.

School factor	**SA**	**A**	**UD**	**D**	**SD**
Rules and regulations					
Our rules are strictly laid out in the school notice board					
I have a copy of implementable school rules and regulations					
Our school is strict on students dressing code					
We get permission before leaving the school					
Our school is rigid on student's class attendance					
The school is too keen on students attending classes.					
Students are aware of consequences of breaking school rules and regulations.					
I don't like the existing rules in the school.					
I don't like being controlled through rules.					

ticipation of students in decision making					
We are involved in the choosing time to study					
We are consulted on the choice of dressing code					
We are involved in deciding on choice of entertainment					
We are involved in choice of where to go					
We are involved in choosing time for roll call					
We are involved in choosing of menu					
r pressure					
Peer pressure makes us engage in drug and substance abuse					
Peer pressure forces us to visit certain joints and clubs					
Peer pressure forces us to join certain social and religious groupings					
Pressure to dress as peers					
Peer pressure to enter into relationship					
Peer pressure to join certain entertainment groups					
Social media					
We have pressure of owning a phones in school					
We spent too much time using a given form of electronic media					
Playing violent video games makes students violent					
Watching sexy movies makes students sex crazy					
Listening to violent and romantic music encourages violence and early sexual practices among students					

Viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse.					
Access of internet makes us visit pornographic sites					
Access of phone makes us vulnerable to join cults					
Principal mode of communication					
My principal communicates through official letters, circulars and memos					
My principal uses open door policy					
My principal communicates on time always					
My principal uses barazas to communicate					
My principals look for the best means to use to pass the information depending on the type and urgency of the message.					

Section C: Students Indiscipline

The following are the statements on student disciplines in public secondary schools. Please tick the response, which matches your opinion. **Key: 5**= Very frequently, **4**= frequently, **3**= sometimes, **2** = Rarely, **1**= Never.

In the last three years, what has been the frequency of reported cases of;	**5**	**4**	**3**	**2**	**1**
There has been student demonstration					
There has been arson					
Drug and substance abuse cases reported					

Student-teacher conflict					
Destruction of property					
There is proper time management					
There is order in classrooms					
There is no occurrence of strikes					
Observance of rules and regulations					
Reduced number of student suspensions					
Reduced number of student expulsion					
There has been cheating in exams					
There has been stealing of student's items					
Students sneaking into school cell phones					
There has been immoral sexual behaviour					
There has been boy-girl relationship					

APPENDIX C: QUESTIONNAIRE FOR CLASS TEACHERS

Instructions

Please tick (√) or fill in the blanks and respond to all items.

Section A: Background Information

1) State your gender: Male { } Female { }

2) What is your age bracket? Below 30 years { } 31-40 years{ } 41-50 years{ } Over 51 years{ }

3) What is your education level? Certificate{ } Diploma { } Bachelors { }

Masters { }

4) Working experience Below 3 year{ } 3-5 years{ } year { }Over 9 years { }

5) What is the category of the school? National [ ] Extra-County [ ] County [ ]

Boys [ ] Girls [ ] Mixed [ ] Day [ ] Boarding [ ]

Section B: Rules and regulations and student discipline

5. Using the key given, choose or tick the right alternative that fits your opinion on the implementation of rules and regulations as follows: Strongly Agree=SA, Agree = A, Undecided = U, Disagree =D, Strongly disagree =SD

	SA	**A**	**UD**	**D**	**SD**
I ensure that rules are strictly laid out in the school notice board					

I ensure that students have a copy of implementable school rules and regulations					
I am strict on students dressing code					
I maintain that students get permission before leaving the school					
I am rigid on student's class attendance					
Students are not involved in the formulation of school rules and regulations.					
Students know all the school rules.					
Students maintain silence for fear of being punished.					
Students cheat during examinations.					

Section C: Influence of peer pressure on student discipline

6. The following are the statements on peer pressure on student discipline in secondary schools. Please tick the response, which matches your opinion. **Key: 5**= (SA) Strongly Agree, **4**= (A) Agree, **3**= (UD) Undecided, **2** = (D) Disagree, **1**= (SD) Strongly Disagree.

	SA	**A**	**UD**	**D**	**SD**
Peer pressure makes students engage in drug and substance abuse					
Peer pressure to visit certain joints and clubs					
Peer pressure to join certain social and					

religious groupings					
Pressure to dress as peers					
Peer pressure to enter into relationship					
Peer pressure to join certain entertainment groups					

Section D: Involvement of students in decision-making influence their discipline

7. The following are the statements on involvement of students in decision making on student discipline in secondary schools. Please tick the response, which matches your opinion. **Key: 5**= (SA) Strongly Agree, **4**= (A) Agree, **3**= (UD) Undecided, **2** = (D) Disagree, **1**= (SD) Strongly Disagree.

	SA	**A**	**UD**	**D**	**SD**
Students are involved in the choosing time to study					
The students are consulted on the choice of dressing type					
The students are involved in deciding on choice of entertainment					
The students are involved in choice of where to go					
The student's leaders are involved in choice of roll call time					
Students make choices on menu					

Section E: Influence of use of social media information and student discipline

8. Which is the most favorite social media platforms used by students?

WhatsApp application [ ] Facebook [ ] Twitter [ ] Instagram [ ] Skype [ ] LinkedIn [ ]

9. The following are the statements on the effect of use of social media information on student discipline. Please tick the response, which matches your opinion. **Key: 5**= (SA) Strongly Agree, **4**= (A) Agree, **3**= (UD) Undecided, **2** = (D) Disagree, **1**= (SD) Strongly Disagree.

	SA 5	**A 4**	**UD 3**	**D 2**	**SD 1**
Students have pressure of owning a phone in school					
Students spent too much time using a given form of electronic media					
Playing violent video games makes students violent					
Watching sexy movies makes students sex crazy					
Listening to violent and romantic music encourages violence and early sexual practices among students					
Viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse.					
Access of internet makes students visit pornographic sites					
Access of phone makes students vulnerable to join cults					

Section F: Principal mode of communication and students' discipline

5. Please tick the number that best describes your opinion about school management strategies on students discipline in your school. The numbers represent the following responses strongly agree (5); Agree (4); Disagree (3); Strongly Disagree (2); not at all (1)

	SA	**A**	**UD**	**D**	**SD**
Our principal communicates through official letters, circulars and memos					
Our principal uses open door policy					
Our principal communicates on time always					
The principal uses barazas to communicate					
Our principals pass the information depending the type and urgency of the message.					
The communication of the principal in timely and responsive					

Section G: Student discipline issues in public secondary schools

6. The following are the statements on student disciplines in public secondary schools. Please tick the response that matches your opinion. **Key:5**=Very frequently, **4**= frequently, **3**= sometimes, **2** = Rarely, **1**= Never.

In the last three years, what has been the frequency of reported cases of;	**5**	**4**	**3**	**2**	**1**

There has been student demonstration					
There has been arson					
Drug and substance abuse cases reported					
Student-teacher conflict					
Destruction of property					
There is proper time management					
There is order in classrooms					
There is no occurrence of strikes					
Observance of rules and regulations					
Reduced number of student suspensions					
Reduced number of student expulsion					
There has been cheating in exams					
There has been stealing of student's items					
Students sneaking into school cell phones					
There has been immoral sexual behaviour					
There has been boy-girl relationship					

APPENDIX D: QUESTIONNAIRE FOR STUDENTS LEADERS

Section A: Demographic information

Please tick (√) to indicate your answer

1. What is your gender: Male [ ] Female [ ]

2. What is your age? Below 13 years [ ] 14-16 years [ ] 17-19 years [ ] 20 and above years [ ]

Section B: School based factors influencing student discipline

2. The following are the statements on the effect of school factors on student disciplines in public secondary schools. Please tick the response, which matches your opinion. **Key: 5**= (SA) Strongly Agree, **4**= (A) Agree, **3**= (UD) Undecided, **2** = (D) Disagree, **1**= (SD) Strongly Disagree.

School factor	**SA**	**A**	**UD**	**D**	**SD**
Rules and regulations					
Our rules are strictly laid out in the school notice board					
I have a copy of implementable school rules and regulations					
Our school is strict on students dressing code					
We get permission before leaving the school					
Our school is rigid on student's class attendance					
The student leaders ensure that noise making in the classrooms is kept to a minimum.					
The school is too keen on students attending classes.					
Students are aware of consequences of breaking school rules and regulations.					

The student leaders ensure that noise making in the classrooms is kept to a minimum.					
I don't like the existing rules in the school.					
I don't like being controlled through rules.					
Participation of students in decision making					
We are involved in the choosing time to study					
We are consulted on the choice of dressing code					
We are involved in deciding on choice of entertainment					
We are involved in choice of where to go					
We are involved in choosing time for roll call					
We are involved in choosing of menu					
Peer pressure					
Peer pressure makes students engage in drug and substance abuse					
Peer pressure to visit certain joints and clubs					
Peer pressure to join certain social and religious groupings					
Pressure to dress as peers					
Peer pressure to enter into relationship					
Peer pressure to join certain entertainment groups					
Social media					
Students have pressure of owning a phones in school					
Students spent too much time using a given form of electronic media					
Playing violent video games makes students violent					

Watching sexy movies makes students sex crazy					
Listening to violent and romantic music encourages violence and early sexual practices among students					
Viewing peer commercials, contest and celebrities encourages students towards using drug and substance abuse.					
Access of internet makes students visit pornographic sites					
Access of phone makes students vulnerable to join cults					
Principal mode of communication					
My principal communicates through official letters, circulars and memos					
My principal uses open door policy					
My principal communicates on time always					
My principal uses barazas to communicate					
My principals look for the best means to use to pass the information depending on the type and urgency of the message.					

Section C: Students Indiscipline

The following are the statements on student disciplines in public secondary schools. Please tick the response, which matches your opinion. **Key:5**= Very frequently, **4**= frequently, **3**= sometimes, **2** = Rarely, **1**= Never.

In the last three years, what has been the frequency of reported cases of;	**5**	**4**	**3**	**2**	**1**
There has been student demonstration					
There has been arson					
Drug and substance abuse cases reported					
Student-teacher conflict					
Destruction of property					
There is proper time management					
There is order in classrooms					
There is no occurrence of strikes					
Observance of rules and regulations					
Reduced number of student suspensions					
Reduced number of student expulsion					
There has been cheating in exams					
There has been stealing of student's items					
Students sneaking into school cell phones					
There has been immoral sexual behaviour					
There has been boy-girl relationship					

APPENDIX E: INTERVIEW GUIDE FOR PRINCIPALS AND DEPUTY PRINCIPALS

1. What are the common discipline problems experienced in your school?

   ……

   ……

2. The following are disciplinary reported cases for the last five years for your school.

Activity	**2019**	**2018**	**2017**	**2016**	**2015**
Student demonstration					
Arson					
Student suspension					
Student expulsion					
Drug and substance abuse					
Student-teacher conflict					
Destruction of property					
Boycotting classes					
Declining to eat the food					

3. How do you involve students and teachers in writing of rules and regulations?

   ……

   ……

4. To what extent do enforcement of rules and regulations influence students discipline in public secondary schools?

   ……

   ……

5. How do you manage peer pressure of your students in school?

   ……

   ……

6. How does management of peer pressure influence the students discipline in your schools?

   ……

   ……

7. What type of social media are your students are exposed to?

   ……

   ……

8. How does social media information influence the students discipline in in your schools?

   ……

   ……

Thank you

APPENDIX F: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

OFFICE OF THE COUNTY DIRECTOR
(**BARINGO COUNTY**).

Our Email:countyedubaringo@gmail.com
Tel / Fax: 053/21282

P.O. BOX 664
KABARNET

REF: NACOSTIP/19/57399/31559/Vol 196

23/08/2019

Salina C. Kaliny
University of Nairobi
P. O. Box 30197-00100
Nairobi.

RE : RESEARCH AUTHORIZATION

Reference is made to your request letter Ref. **No. NACOSTI/P/19/57399/31599/** dated 9/07/2019 on the above subject.

I am pleased to inform you that you have been authorized to carry out research on ***"institutional practices influencing students discipline in public secondary schools in Baringo County, Kenya."*** *for* a period ending **5th July, 2020.**

The authorities concerned are therefore requested to give maximum support so that this research is completed within schedule.

I take this opportunity to wish you well during this research in our county.

For: COUNTY DIRECTOR OF EDUCATION
BARINGO
P. O. Box 664 - 30400
KABARNET

Karati Moses N.
County Director of Education
Baringo County

APPENDIX G: NACOSTI AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/19/57399/31559**

Date: **9th July, 2019**

Salina C. Kaliny
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Institutional practices influencing students discipline in public secondary schools in Baringo County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **5th July, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Baringo 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.

DR. MOSES RUGUTT, PhD, OGW
DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX H: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. SALINA C. KALINY
of UNIVERSITY OF NAIROBI, 92-902
Nairobi,has been permitted to conduct
research in *Baringo County*

on the topic: *INSTITUTIONAL PRACTICES INFLUENCING STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA*

for the period ending:
5th July,2020

.....
Applicant's Signature

Permit No : NACOSTI/P/19/57399/31559
Date Of Issue : 9th July,2019
Fee Recieved :Ksh 2000

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

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25799

CONDITIONS: see back page