

**INFLUENCE OF PRINCIPALS' SELECTED MANAGEMENT  
PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY  
SCHOOLS IN KITUI COUNTY, KENYA**

**Kimanzi Annie Kasau**

A Thesis Submitted in Fulfilment of the requirements of the award of Doctor of Philosophy

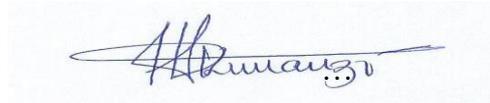
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## DECLARATION

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



Kimanzi Annie Kasau

Reg: E80/53436/2018

This thesis has been submitted for examination with our approval as university supervisors:



Ursula A. Okoth, PhD

Associate Professor

Department of Educational Management, Policy and Curriculum Studies,

University of Nairobi



Jeremiah M. Kalai, PhD

Associate Professor

Department of Educational Management, Policy and Curriculum Studies,

University of Nairobi



Prof. Gerald N. Kimani

Department of Educational Management, Policy and Curriculum Studies,

University of Nairobi

## **DEDICATION**

I wish to dedicate this thesis to my parents, the late Father David Mutemi Mwendwa , mum Martha M. Mutemi, my husband Benjamin K.Mengo, our children Walter Musee, David Mutemi, Salome Mwikali, our grandchildren Patience Mumbi, Kelly Mumo, Ivan Jabali, Adrian Muendo, and Maryanne Kasau whose love, humility and sincerity I dearly adore.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	Analysis of Variance
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>BOM</b>	Board of Management
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science, and Technology
<b>PA</b>	Parent Association
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization

## ABSTRACT

Discipline is a pivotal element in the smooth operation of organizations whether public or private. In light of the foregoing the purpose of this study was to investigate the influence of principal's selected management practices on students' discipline in public secondary schools in Kitui County, Kenya. The following objectives guided the study; To establish the influence of principals' involvement of students in decision-making on students' discipline, to examine the influence of principals' sensitization of students on school culture on students' discipline; to determine the influence of principals' information sharing with student leaders on students' discipline; to establish the influence of information sharing through structuring of school vision on students' discipline and to establish the influence of principals supervisory of school activities on students' discipline in public secondary schools in Kitui County, Kenya. The study was guided by the Situational Theory of leadership by Paul Hersey and Ken Blanchard. The theory states that effective leadership is contingent upon the situation at hand. The study used Mixed Method research design with a target population of 369 secondary school principals, 369 deputy principals and 76071 students from 369 secondary schools in Kitui County. From the target population, a sample of 112 principals, 112 deputy principals and 448 students were sampled. Principals and deputy principals were purposively sampled while Stratified proportionate sampling was used to sample students. Questionnaires for students and deputy principals and an interview guide for the principals were used to get data. The return rate was 112 principals (100%), 82 deputy principals, (73.2%) and 443 students (98.9%) The questionnaires were validated by aligning the questions with the objectives, pretesting using pilot group and expert judgement by supervisors. Test-retest method was used to determine the reliability of the questionnaires that gave a coefficient of 0.75 for students and 0.8 for the deputy principals hence were found to be reliable. A research permit was provided by NACOSTI and this was presented to the County Director of Education Kitui to grant permission to visit the schools. Descriptive and inferential analyses were used. Majority of the students and deputy principals agreed that the students were involved in decision making to enhance discipline in school. Majority of the students and deputy principals agreed that information sharing by the school administrators helped in maintaining school discipline. There was concurrence from majority of the students and Deputy Principals checked attendance registers and attended to discipline related issues; which largely reduced the number of reported indiscipline cases. Principals were also reported to have been keen on providing feedback on reported cases of indiscipline. The vast majority of the Deputy Principals indicated that students were involved in critical decisions such as the crafting of the school vision, mission and on matters that directly affected the students; thereby reducing cases of reported indiscipline. The study concluded that principals involved students in decision making, structuring of a school vision, sensitized students on school culture, shared information and supervised activities that enabled students to improve their discipline in school. The school culture of receiving and giving feedback allowed principals to issue clear directions on issues concerning discipline. The students participated in drawing the school vision hence they owned the process and this enhanced discipline within the school. The study recommends that there is need for principals to continue involving students in decision making especially on matters affecting them and share information to ensure students are aware of what is expected of them.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

Management practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems. This means that the managers' focus should be on choosing and making use of the best working methods and innovations to enhance performance. Accordingly, Management practices are guided by five principles of great management which include;

- i) Principle 1, The functions of management (Planning, Organizing, Leading, Staffing and Controlling).
- ii) Principle 2, Types and roles of managers within the organization.
- iii) Principle 3. Effective management of organizational resources.
- iv) Principle 4, Understanding and applying the four dimensions of emotional intelligence (EQ) in maximizing Human potential.
- v) Principle 5, Knowing the Business/Job (having the experience)- (Davis, 2021).

Based on the above principles, management practices are therefore key to any success in an educational institution. This is because good management practices directs' group efforts towards achievement of pre-determined goals. Sejtanic (2017) noted that changes within the education process need an improved general organization of the school educational practices. He noted that the school managers have to continuously search for effective and efficient ways of school management. Research worldwide indicates that when a school principal upheld certain management practices, the students' discipline is likely to be effectively managed to reduce cases of indiscipline (Marciniak, 2015; Jaelani, Patimah, Sanusi & Arifuddin, 2019). Sejtanic (2017) argues that management skills are an important component of the quality of education and competent leadership. Management is about the status quo and focuses on short term and long term issues. On the other hand, Ozdemir Getmez (2019) in their study on the

relationship between school manager's communicative skills and schools' atmosphere found out that the school managers' effects on schools interactions; students and their perspective on the purpose that work. They recommended that there was need for the management to work together with non-academic staff, teachers, and students to maintain discipline.

Discipline is a multifaceted phenomenon yet it reinforces every feature of school life (Belle, 2018). Therefore, student discipline is an important aspect in life and trains them to develop responsible behaviours leading to self-discipline (Onderi & Odera, 2012, Belle, 2018). This implies that the students are able to control their impulses and self-regulate their behaviour. Discipline trains students to have self-control and are not easily carried away by social evils within the society (Sadik, 2018). Asare, Owusu-Mensah, Prince and Gyamera (2015) noted that discipline involves obedience and willingness to submit to rules of life, readiness to respect authority and observe conventional laws without which students will not attain their goals. Discipline also exposes students to ways of handling challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school and later adult responsibilities (Onderi & Odera, 2012, Sadik, 2018).

The school manager should help create awareness among students that people are the biggest asset, in words, actions, attitudes and relationship (Agcaoile & Oshihara, 2016). This knowledge will equip students with change of mind-set which could change their way of doing things and their endeavours. This is because the manager is able to get the school community to work together to accomplish desired goals and objectives of the school using available resources efficiently and effectively. Sadik (2018) also noted that the school management should teach students positive discipline through solving of problems and prevention of repetition of mischief.

According to Ozdemir & Getmez (2019) the study established that the school principals' communication skills had an aspect of behaviour flexibility competency. This is seen as an important aspect that school managers play on the role of improving the school environment as well as students' performance. The school goals can be achieved if the school manager is highly motivated hence instead of being an implementer but a team player. This can be achieved by removing the negative disciplinary practices that have always existed and adopt strategies that are friendly to the students' learning environment (Gerewitz, 2015).

Globally, the absence of effective management practices in schools has contributed to immense indiscipline. The indiscipline is characterised by destruction of property, violence and rape and deaths among students (Ogweno, 2016). For instance, a study by Sheik (2017) on class issues found out that students' misbehaviour is one of the most troubling phenomena in education today. She recommended that there should be a natural way for mitigating the problem and having the knowledge on how best to deal with students' indiscipline. In Philippine, the power to uphold school discipline is well specified, it conditions that every school will keep discipline within the school grounds. This upholding of discipline continues even outside the school premises when students are involved in events accredited by the school (Perez, 2014). This implies that while the students are interacting with each other and the community around the school they should always be conscious of their behaviour. Therefore, for the leader to be effective he/she needs to ensure the best management practices are used in the school governing.

Student friendly environment can be built by an inspirational leader, team, a coach and an agent to visionary change (Allen, Moore, Moser, Neil, Sambamoorthi, Bell, 2016). This means the school manager should be able to bring change that will involve all the school stakeholders, hence achieving highest level of discipline among them all. The change would also put students' performance at the forefront and the principal develop new competencies largely centred around

the curriculum, pedagogy and human resource hence quality education (Azad, Anderson, Brooks, Garza, O'Neil, Stutz, & Sobotka, 2017). These attributes contribute to high functioning institutions with desirable academic results.

Quality education in Africa has been put into emphasises by the different governments. Therefore, this requires an active manager to accomplish the growing enrolment of students in order to create conducive teaching and learning environments. They are also supposed to deliver the crucial professional backing for the teachers and the students (Kalolo, 2015, Ogwen, 2016). This implies that although African governments have increased access to quality education, this can be reciprocated by school managers creating a suitable teaching and learning environment. Sejtanic (2017) noted that the school management practices that focus on discipline enable a school to maintain its discipline hence achieving its goals. This is because the complexity of management requires one to be competent in interdisciplinary approaches.

School managers emphasize student's discipline and security as some of the problems causing stress/anxiety and negatively affecting the school environment (Sejtanic, 2017). Indiscipline cases are seen through destruction of property, violence, rape and death of students (Ogwen, 2016). Oats (2018) in a study on teachers decrying indiscipline among students in Botswana found out that indiscipline had deteriorated hence affecting academic performance year in year out. He noted that teaching and learning have been affected in Botswana Public Schools because of the instability within the schools.

According to Moye, (2015), a school principal informed of the indiscipline situation in school would seek to employ his/her managerial skills and competence to maintain school discipline. The principal should organise ways through which students will be involved in school matters and especially matters that touch on the students' welfare in the school (OECD, 2011). This

implies that the principal will integrate psychological and social underpinning of behaviour in order to achieve academic goals.

School culture can be defined as pattern of knowledge, shared philosophy, ideology, beliefs, values, assumptions, expectations, norms, symbols, attitudes, skills attitudes, and habits; and art fact materials accepted together with full awareness of school community and helps the school stand out among other schools. School culture is therefore, seen as key in the success of the school in carrying out its learning processes. Cultural condition within the school is linked to holistic education. Therefore, the principal should look at the school environment holistically to help him/her understand the difficult problems and complex relationships in the school (Widodo, 2019). It is important for the principal to have understanding of the school culture in order to provide the sharpening of values, beliefs and attitudes that are important in order to improve the students' discipline. This is because a school could be holding on different cultures but there is a dominant culture which is built by human minds and exists among the students, teachers, subordinate staff and school principal.

According to Ali and Mohammed (2017) educational management refers to the applied field of management while Mendel (2012) notes that educational management is the application of theory and practices in the field of education. An education manager is therefore charged with the responsibility of managing resources, planning effectively, supervision, student management, decision making and information sharing. Education management in this study was hence looked at as the process of providing order consistency and enhancing discipline in the schools to attain the education goals. The study sought to establish the influence of principals' involvement of students in decision making on students discipline.

Wambua, Okoth & Kalai (2017) argued that students' who were involved in decision making towards their discipline, improved their test scores, enabled them take initiatives, improved

their popularity in class and boost their efforts in class work hence resulting in discipline measures. Another study noted that students' performance improved when they were involved in decision making process in school (Quaglia & Corso, 2014). This is because students had a voice and took leadership roles. It is also important to note, when a school adopts policies that allow the learners to comprehend that their own actions have consequences and not necessarily the consequences handed down by the holder of power.

In Kenya decision making on discipline issues in schools requires the school managers to involve all the stakeholders before decisions are made especially on suspension and expulsion of a students' (Republic of Kenya 2013). Ogweno (2016) notes that student involvement in decision making means they are participating in leadership. This participation of students in leadership positions, makes them appreciate the consequences of their actions including hard work, academic excellent and improved discipline. Wambua, Okoth and Kalai (2017) noted that participatory leadership focused on the people to influence the decision making in levels of policy formulation, design and the program, operation of the program, the monetary process, execution and evaluation. The study found that students' involvement in decision making had low effect on the level of discipline. This could have been occasioned by the occurrence of students' discipline as students' sense of ownership and feeling respected and recognized.

According to Aukot (2017) student involvement in decision making signifies the student body contribution to day-to-day activities within the school that affect them such as selection of student council. The inclusion of students as ambassadors of students on issues that affect them in school is an indication that the principals are able to organise ways through which students can participate in decision making. This would help solve problems that would cause indiscipline among students. This could make them responsible and therefore improve their discipline. This study therefore sought to establish whether the principals' involvement of students in decision making influenced students' discipline.

Communication is a means of passing information from one point to another (Cacciattolo, 2015; Katolo, 2015). There are different forms of communication channels which can be used to enhance interaction and discipline culture in the school. The school managers therefore can reduce indiscipline if they employ communication channels effectively (Ndaita, 2016). On the other hand, the school manager should endeavour to provide accurate, timely and effective communication to ensure smooth running of the school. Kolaci (2014) argues that lack of proper interactions and appropriate use of forms of communication, an institution can only be characterised by the confusion among its employees. The students can only be involved in the decision making when there is effective communication. This study therefore sought to examine the influence of principals' information sharing on students' discipline.

It is important to note that student leaders are able to identify when there are discipline challenges and before the challenges escalate they communicate and this diverts the problem (Belle, 2018). This enables the students' leaders and school principal to deliberate the issue, resolve it hence improved discipline and this impact positively on academic performance.

Different perspectives such as human relations, teaching process or leaders can be used to define supervision. Supervision is a procedure of giving guidelines, targeting, and invigorating growth with the aim of enlightening the teaching and learning process which enhances learners understanding. Celal (2014) argues that education has the claim of the creation of a society. Therefore, the need for originality for the purpose of educational supervision is an avoidable. Lack of supervision in secondary schools may contribute to laxity which may result in low morale and low productivity. This may also lead to communication breakdown which may result into students' indiscipline hence exhibiting various indiscipline cases which include rudeness to teachers and to one another, poor academic performance, and absenteeism, lateness, talking in classroom and disrupting school activities. It may also contribute to laxity among

teachers and excessive punishment which may also contribute to poor social responsibility among students leading to higher cases of indiscipline (Isa & Jailani, 2015). Hence supervision is viewed as an important aspect in enhancement of discipline within the school.

The principal is overall in charge of the school and supervises the entire school plan and endures the fundamental accountability for the school performance, ability and effectiveness including the competency of all school programmes. The principal is a secretary to the Board of Management (BOM) and in charge of the day-to-day activities in the school (The Basic Education Act, 2013). However, since the early 1990s, there has been an increase of unnecessary unrests and cases of indiscipline in secondary schools sometimes involving the loss of lives (Malenya, 2016).

Any education system has the responsibility of nurturing the growth of the whole person through integrated development of the physical, intellectual, moral and spiritual attributes and abilities (The Republic of Kenya, 2013). To achieve this responsibility, it is important to enhance the school environment by instilling discipline to eventually achieve quality education (Malenya, 2016). As every teacher and principal know, schools and classrooms must be safe and well managed in order to maximise students learning and pave way for academic success. Student disruptive behaviours have a rippling effect which influences the concerned learner, his/her classmates, the school and the community. Since early 1990s secondary schools in Kenya have witnessed increased cases of students' unrest and indiscipline, sometimes involving loss of lives (Malenya,2016).

Ndinza (2015) in a study on the influence of head teachers' management practices on students' academic performance in public secondary schools in Kitui Central, Kitui County found out that the management practices included supervision, communication, and motivation on academic performance. The result revealed that principals who practiced management practices

in their schools performed better than those who did not. This implies management practices had an effect on students' performance. Nyakan (2018) in a study on the influence of principal's management competencies on quality of education in secondary schools in Homa Bay County established that collaborative decision making in leadership enhanced discipline. This implies that principals who were able to incorporate other staff members as well as the students in decision making as a management practice had improved discipline in their schools.

A study by Wambua, Okoth and Kalai (2017) on the influence of principals' participatory management practices on students discipline in secondary school in Machakos County, found out that a majority of the students who participated in decision making had reduced levels of indiscipline cases. This could have been occasioned by the students owning up decision where the principals had involved. The study also found out that communication was key in schools especially on issues of discipline. Poor communication between the school management and the students led to indiscipline cases, *ibid*.

The National Assembly report (2019) to Parliament by the Department of Education in Parliament on a study on students' unrest suggests that during term two in 2018 approximately 107 schools went on rampage. Forty (40) schools were from Kitui County. This means Kitui County was not left out during the indiscipline cases in 2017-2018 with 9 out of the 16 Sub Counties experiencing students' unrest. The students tried various forms of indiscipline not limited to burning of schools and external weapon attack (Kimanthi, Thinguri & Chui, 2018).

A study carried out by Ogweno (2016) on the influence of principal's management practices on student's discipline in public secondary schools in Kiambu County, Kenya recommended that the study be replicated in other parts of the country. Kitui County is chosen because records from the County Education Office for the years 2012-2018 indicate that 80 secondary schools which translate to 20 per cent of secondary schools in the county experienced cases of student

indiscipline and unrest (Kitui County Education Office, 2020). The National Assembly (2019) report indicated that student unrest posed a serious threat to education systems because of the destruction of property, loss of learning time and psychological effects to staff. This result in minimal achievements hence affects the quality of education. It is against this background that this study has been carried. This research sought to investigate the effect of principals' management practices of the discipline by students of government secondary school in Kitui County.

## **1.2 Statement of the problem**

What principals do in schools is important in the day to day running of the school especially on issues concerning student discipline. School discipline continues to deteriorate in public secondary schools in Kenya and if not addressed, may adversely interfere with teaching and learning as it results in destructions and loss of school property. However, schools continue to experience unrest and burning of secondary schools as it was witnessed in the second term of 2018 (MOEST, 2018). The Basic Education Act mandates the principals to make use of management practices to promote discipline (Republic of Kenya, 2013).

Mulwa (2014) studied effects of principals' alternative disciplinary methods on student's discipline suggested that a study on the effectiveness of other disciplinary methods not researched in her study to be carried out. The National Assembly Report (2019) noted that the schools lacked proper management practices that would enable students' effective address problems effectively and request for support when required. The study, therefore, sought to fill the gap by investigating the influence of the principal's management practices on student's discipline in Public Schools in Kitui County.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of principals' selected management practices on students' discipline in public secondary schools in Kitui County, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives: -

- a) To establish the influence of principals' involvement of students in decision-making on students' discipline in public secondary schools in Kitui County, Kenya.
- b) To examine the influence of principals' sensitisation of students on school culture on students' discipline in public secondary schools in Kitui County, Kenya.
- c) To examine the influence of principals' information sharing on students' discipline in public secondary schools in Kitui County, Kenya.
- d) To establish the influence of principals' information sharing through structuring of a school vision on student's discipline in public secondary schools in Kitui County, Kenya.
- e) To determine the influence of principals' supervisory of school activities on students' discipline in public secondary schools in Kitui County, Kenya.

### **1.5 Research questions**

This study addressed the following research questions:

- i) To what extent does involvement of students in decision making by secondary school principals influence their (students') discipline?
- ii) What is the influence of sensitisation of students on school culture by secondary school principals on students' discipline?
- iii) To what extent does the frequency of information sharing (with students) by secondary school principals influence students' discipline?

- iv) To what extent does involvement of students in creating of school vision by their principals influence their (students') discipline?
- v) To what extent does supervision of secondary school activities by school principals influence the reported cases of student discipline?

### **1.6 Significance of the study**

The results of this study possibly will be valuable information to existing knowledge on the influence of principals' management practices upon student's discipline levels in Public secondary schools in the county of Kitui, Kenya. The outcome from this study can enlighten school principals on how to enhance management practices to improve and maintain school discipline. The study results may be useful to Education Officers when dealing with principals' management practices that negatively influence students' discipline. The study findings may provide an incentive for replication elsewhere through survey studies that seek to access the generalization of the study findings to other contexts.

### **1.7 Limitations of the study**

There could be other factors that could influence students' discipline other than the principals' selected management practices which included; principals' involvement of students in decision making, principals' sensitisation of students on school culture, principals' information sharing with students, principals' information sharing through structuring of school vision and principals' supervision of school activities. Consequently, the researcher may only be in a position to generalise the findings from this case to other schools with similar characteristics.

### **1.8 Delimitations of the study**

The study was confined to the assessing the influence of principals' selected management practices on students' discipline in public secondary schools in Kitui County, Kenya. The study

focussed deliberately on principals' selected management practices which included decision making, sensitization of students on school culture, information sharing, information sharing through structuring a school vision and supervision. The findings, therefore, may only be generalised to secondary schools with similar characteristics. The researcher concentrated primarily on the experiences of sampled principals, deputy principals and students in public secondary schools in Kitui County, Kenya.

### **1.9 Basic assumptions of the study**

It is assumed: -

- a) That the sampled principals and deputy principals had received training in management.
- b) That all the respondents gave genuine, truthful and honest responses to the questionnaire items.
- c) That sampled principals had been independently selected.
- d) That the information given by the respondents was free from undue influence.

### **1.10 Definition of significant terms**

**Communication** refers to the processes used by the principal to pass information in the school.

**Culture** refers to a set of shared attitudes, values, goals and practices that characterizes an institution or organization.

**Decision making** refers to the process of selection of logical choice from the available options by the students and the school management.

**Discipline** refers to commonly acceptable standards of behaviour or norms of society and could also mean obedience to the rules and regulations.

**Efficiency** refers to being able to accomplish a task with the least waste of time, resources and effort.

**Indiscipline** refers to unruliness or unwillingness to make efforts required to achieve the objectives chosen by the management.

**Influence** refers to the capacity to have an impact on the character of someone.

**Involvement** refers to the state, act, or fact of being involved.

**Effectiveness** refers to getting activities completed and achieving organizational goals.

**Information sharing** refers to giving information by different stakeholders that is useful in decision making by the principal to the school community.

**Manager** refers to a person who directs the activities of other people toward achieving the organisational goals.

**Management** refers to a process of efficiently getting activities completed with and through available resources.

**Management practices** refer to the many activities the manager is supposed to undertake to ensure students discipline is upheld within the school using students in decision making, information sharing and supervision.

**Practice** refers to actual application or use of idea relating to a task.

**Participation** refers to combined discussions in decision making, target setting, collaboration and other such measures through which a school endeavours to nurture increase its school community to shared vision. In this case, students are involved in making informed decision on discipline issues within their school.

**Supervision** refers to the process of giving advice, guiding, directing, encouraging, refreshing, stimulating, improving and overseeing the smooth running of the school.

**Structuring** refers to the act of arranging something in a definite pattern of organization.

**Strikes** refers to the act of stopping to work in order to force an employer to comply with demands (in this case students refusing to attend class until their demands are addressed by the school management)

**Student unrest** refers to indiscipline cases against the school norms.

**Student discipline** refers to the ability to enforce obedience and it pertains to the required behaviour or code of ethics set by the school.

**Unrest** refers to a situation where students protest violently over certain unsuitable conditions in institutions of learning.

### **1.11 Organization of the study**

The study is organised into five chapters. Chapter one contains the introduction which will have the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms used and organization of the study.

Chapter two presents the related literature review on the influence of principals' management practices on student's discipline in public secondary schools. Management practices review, supervision, stakeholders' involvement in decision making and information sharing by the principal to keep students informed a brief on reviewed literature, a theoretical framework and a conceptual framework.

Chapter three describes the research methodology covering research design, target population, sampling frame and sampling procedure, research instrument, data collection procedure, data analysis techniques and ethical considerations. Chapter four covers data analysis, presentation and discussion of findings. Chapter five presents the summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO: RELATED LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviewed literature on the concept of students' discipline. It also looked at the overview of management practices. Further it looked at the influence of principals' involvement of students' in decision making on student's discipline, the influence of principals' establishing an understanding of the school culture on students' discipline, influence of principals' information sharing on students' discipline, and influence of principals' supervision of school activities on students' discipline. The chapter also discusses the theoretical and conceptual framework for the study and summary of the literature.

### **2.2 Student Discipline**

Discipline is a significant element of human behaviour that can be defined as the restrictions of an individual or group of people (Kagendo, 2018). Student discipline can be defined as a system of restraining from misbehaviours. Ogwen (2016) defines students discipline as students exhibiting social acceptable behaviour that agree with the regulations of the school. From the above definitions the term discipline implies that there are socially acceptable behaviours that students are expected to uphold in order to be termed as disciplined. The world expects that the form of disciplinary action taken against students' indiscipline should not harm the students physically or psychologically. According to Koomson et. al. (2005) the aim of school discipline is to ensure a safe and happy learning environment in the school and classroom. A classroom where a teacher is unable to maintain law and order will be chaotic. This may lead to students' unrests, strikes and an conducive learning environment. They continued to explain that school discipline has two main goals:- to ensure the safety of staff and students and to create an environment conducive for learning. Similarly, Njoroge & Nyabuto (2014) argues that sound discipline is seen as an essential ingredient in the creation of a happy and productive school

community. This may mean that the happy and productive school community is as a result of maintenance of discipline among all the stakeholders.

Discipline can be grouped into two types that is curative and protective discipline. Curative discipline addresses the indiscipline among students while preventive type of discipline is focused on maintaining the set standard behaviour among the students (Girma, 2016). Daroni, Solihat, & Salim, (2018 as quoted by Ilyasin, 2019) also noted that discipline signifies a decent and modest conduct that results in harmony, respect for authority, love for orderliness, eagerness to discharge duties with regular and efficient way. In a school system discipline is therefore a very important element for the smooth running of the school programmes especially where the school management is able to involve students in decision making on matters that affect the students.

### **2.3 Management Practices**

Koontz and O'Donnell (2005) defined management as the art of getting things done through the people in formally organized groups. Lloyd, & Aho (2020) also defined Management as the process by which the manager pursues goals which include planning, organising, leading and controlling as well as maintaining an environment in which individuals working together in groups efficiently accomplish selected aims. Although management has been differently defined in the above definitions, it is however evident the definitions share one idea that management aim at accomplishment of organizational objectives through the efforts of other people.

Management is therefore the core function of any organization and is responsible for the wellbeing of the organization and its' stakeholders. This means that the management should be a set of skilled, experienced and motivated individuals who will do all what is possible for the interest of the organization.

Management practices usually refer to the working methods and innovations that managers use to improve the effectiveness of work systems. Various management ideas and concepts have been developed over decades in order to support and improve work and behaviour of organizations (Dessler, 2004; Sutherland & Canwell,2004; Certo & Certo,2009) as cited by Zlatko Nedelko and Vojko Potocan, (2015) Management authors define management practices as an entity of analytical instruments used to support the managers at work, as something used in the implementation of selected management concept. Rigby (2001) considers management practices as tools which are defined as sets of concepts, processes and exercises. This means that management practices help improve performance in an organization. The management practices are many and may vary depending on where they are implemented. Some common management practices include; empowering staff, training staff, delegating tasks, open management style, leading by example, communication, strategic planning, vision, engage workers, setting and demanding realistic goals, introducing schemes for improving quality, showing appreciation and recognize achievements. The above management practices are clearly explained within the five Principles of Great management which entails; The functions of management ( Planning, Organizing, Leading, Staffing and Controlling), The types and roles of managers within the organization, Effective management of organizational resources, Understanding and applying the four dimensions of emotional Intelligence (EQ) in maximizing Human potential and finally knowing the business. The importance of management practices is that good management makes a difficult task easier by avoiding wastage of scarce resource, helps in achieving groups' goals, improves standards of living, and directs group efforts towards achievement of pre-determined goals. Despite the principals use of the management practices Student indiscipline in public secondary schools in Kenya has been increasing as per the National Assembly report ( 2019 ) which suggested that during term two in 2018 approximately 107 schools went on rampage,40 out of these 107 schools were from Kitui County. This implies

that most of public secondary schools experienced student unrest in the years 2017-2018. This study sought to investigate the influence of principals' management practices on students' discipline in public secondary schools in Kitui County.

Kagendo (2018) argues on the importance for the school management to involve students in decision making as well as taking accountability in development of school activities on a cooperative basis to help them improve self-discipline. Management of discipline should be accomplished by the school management by ensuring that students own up rules made within the school. This means the school management should involve teachers and the students in decision making on matters that affect them.

Students should be helped to engage in setting rules in order to promote ownership of the rules and be encouraged to take responsibility for their own behaviour (Amoah, Mensah, Prince, Gyamera, 2015). This is because it is the leader's responsibility to guide the follower(s), this means the student leaders have to rally the students to keep to the rules and regulations that were made during collaborative leadership. They also have to rally the students on decisions made when students participated in the decision making process. This is because the school manager has the ability to influence people to act through their belief and willingness to pursue conviction. Hence if the students participated in making rules on discipline issues then the student leaders have to keep reminding them of their role.

Agih (2015) noted that the school manager is an executive head of the school. This is because the manager is the coordinator of the school activities which include the way the school could work smoothly and effectively. As the educational manager the principal directs the school affairs to help achieve the primary goals of the schools. The management is to enable members of the staff and students work together. The school manager should have a plan that involves every school stakeholder.

Agih (2015) also notes that the school manager should involve students by regularly complimenting classroom instruction with activities such as checking of the students' inventory, organising students' provision of social workers and guidance counsellor to help in both academic and social lines, where social line looks at the school discipline. Omemu (2017) noted that for the principals to be effective they need to understand where indiscipline roots from. This can only happen when they involve students through information sharing since it would help identify the root cause of indiscipline cases among students.

In Kenya, school discipline is regulated in the Basic Education Act, 2013. Miriti (2012) observes that increasingly school principals are facing challenges in enforcing students' discipline in public schools as has been observed in secondary schools since the introduction of new policies on discipline and especially the ban on corporal punishment. The introduction of student leaders is an important factor in trying to bring students on board as a strategy to curb indiscipline. This is because the student leaders are supposed to support school management in discipline matters within the school.

Supervision is an important management task. The supervisory practices are supposed to improve teaching and learning as well as classroom interaction between the teachers, principals and the students (Mwendia, 2018). Inadequate school supervision has an impact on student academic outcome as well as their discipline. Mwendia (2018) noted the importance of collaborative model of supervision where teacher presents, interactions and contracting on mutually planned changes. There is need to also note that, during classroom supervision the students work and performance can also be checked. This ensures that the students are also attentive and are disciplined towards their teachers in class.

Ngesu, Ndiku and Masese (2008) suggest that parents, teachers and the society at large are responsible for the increased cases of indiscipline. Students live in constant fear and are surrounded by a hostile environment. Karanja and Bowen (2012), Amado and Freire (2009) contend that students' unrest and indiscipline in learning institutions in Kenya undermine the quality of education, result in the destruction of property and even loss of lives. The reviewed studies were about the causes and impact of students' unrest and indiscipline, an issue that is of great concern. Discipline is essential part of any learning institution.

Njami (2019) notes that discipline is a role of the administration and therefore the school principal should have good management skills to have students with acceptable behaviours. This was also supported by Kibet, Kindiki, Kitili and Sang, (2012), Ouma, Simatwa and Serem (2013) agree that without discipline, an organization cannot achieve its set goals. This then means that schools should teach morals that are important within and outside the school. Njoroge and Nyabuto (2014) noted that a society with discipline is able to accomplish its goals. On the other hand, indiscipline people are not welcomed in the society. A lot of research has been conducted to this effect on students' discipline and principals' leadership (Omote, Thinguri & Moenga, 2014; Njoroge & Nyauto, 2014). However, none of the studies tackled the influence of principals' management practices on students' discipline among public secondary schools in Kitui County. This study, therefore, sought to examine the influence of principals' management practices on students' discipline in public secondary schools in Kitui County, Kenya.

#### **2.4. Influence of principals' involvement of students in decision-making on students' discipline in Public Secondary Schools in Kitui County, Kenya.**

In the United Kingdom, decision making combines both decentralisation of managing of decision making to school and stronger centralisation of control over curricular and the monitoring of education standards (Samad, 2002, Shirley, 2016) while in the United states the

approach to decision making about education has been more piecemeal and decentralised (Neeleman, 2018). This could be attributed to the fact that educational service delivery is placed under the local governments unlike in the UK where it is under the national government (West, 2015). According to Indriyanto (2005) in Chile decision making authority has been devolved from national to a sub-national government, a policy which is usually part of a large re-organization. However, there is strong legal and moral imperative for schools to vigorously facilitate student contribution in school decision-making. The United Nations Convention on the Rights of the Child-UNCORC (2009) postulates an international human rights context for endorsing the involvement of children and young people in decision-making.

According to Zachos, Delaveridou and Gkontzour (2016) in a study on teachers and school discipline in Greece, they found out that principals should encourage their students to talk out their problems since this gives them a freeway to express themselves and contribute to dialogue and discussion that can reduce unnecessary problem or misconduct. These discussions should start from classroom as well as student meetings with the school administrators. This opening up of students may help the principal/ teacher to pick up issues affecting the students and be able to deal with them before they get out of hand. The decisions taken by the students and the school administration to help such students other than expelling them would help the students to correct their behaviour. Mohapi (2014) and Sharkey & Fenning, (2012) argued that decision made for students to be isolated from school makes the problem escalate. They noted that in most cases students requested to be allowed to stay in school and be helped to change their misconduct. There is also need for all the school members to cooperate to help the students retain a good group for learning and socialization (Zachos, Delaveridou and Gkontzour, 2016).

Student's involvement in decision making is like mentoring them into leadership. This is because it helps them to make responsible decisions that would help them in academic life.

According to Mulwa, Akala and Kalai (2019) this can also be termed as collaborative decision making. This can be treated as an alternative method of discipline among students. It also important to note collaborative decision-making is being able to involve stakeholders for alternative disciplinary methods that can be attributed to many stakeholders of the school community. Omote, Thinguri and Moenga (2015) in their study found that collaborative partnership between the principal, teachers, parents and students among other stakeholders would increase value that ensure students develop ethical responsibility towards the school and society at large.

Eman (2018) also noted that student's decision making makes the students more responsible as well as helping in formulating policies that would boost academic achievement of the students. According to Asha & Hawi (2016) student's involvement in decision making at this level has a significant impact on the individuals' life. This impact can be key in problem solving in everyday life and challenges faced along the way. It is also noted that decision making helps the students become responsible of their behaviour as well as their academics and this ultimately boost their academic achievement (Stave, Tiltens, Khalil & Hussein, 2017). This can be practiced by allowing students to practice the skills and competencies learnt during counselling sessions on social, emotional and behaviour issues during life skill classes.

Further, it is important to note that students are allowed to offer suggestions on most issues concerning them and this enables them to develop cognitive capability. Black, Walsh, Magee, Hutchins, Berman and Groundwater-Smith (2014) are of the suggestion that students become more reflective as pre-existing skill which help them develop cognitive capability that would also help in making right decision towards their behaviour and academic goals. This also helps them in the transition to responsible adults and acquisition of life experience that can help them in future endeavours. The collaborative decision-making process on issues that affect the students directly or indirectly would also help them to get future vibrant leaders who are multi-

talented. The students would also become more creative and help get a platform for self-realization and excellence when they leave school.

Some countries in Africa such as Ethiopia, Nigeria and South Africa have devolved the school management to regions. While in Kenya reforms in education management transferred decision-making from national to the sub-county education boards and the stakeholders at school level (Mulwa, Kimosop & Kasivu, 2015). Mule (2011), observes that failure to involve students in the governance of public secondary schools contributes to increased cases of indiscipline. Student involvement in decision-making could be strengthened by building capacity through training to empower students on involvement in school governance. Research shows that; individuals who participate in team problem solving and decision making are more likely to accept a decision and feel more responsible towards its successful implementation. UNICEF (2009) supports the participation of learners in shaping the learning environment, the family unit, the neighbourhoods and society as a whole. Learners have a right to speak and be listened to. Managers in the education sector require to be familiar with the fundamental processes of decision-making in organizations in order to elevate the effectiveness in teaching and learning (Okumbe, 2007).

Ogol, & Thinguri, 2017) reported that there is need for an accommodative environment to be created where students will feel safe to make contributions to discipline policy. They noted that learners should be fully involved in making suggestions on policy documents on disciplinary. This code of conduct must be written and accepted in the best manner making the disciplinary rules amicable to all learners and coming up with measures for punishment in case of undesired behaviour (Mokoya, Thunguri and Mosion, 2015). Although there are different stakeholders in a school this study focuses on the students' discipline. Therefore, this study endeavoured to establish the influence of principals' involvement of students in decision-making on students discipline in public secondary schools in Kitui County, Kenya.

## **2.5 Influence of Principals' sensitisation of students on school culture on student's discipline**

The school culture is said to be the way things are done within a school. Bennet (2017) noted the key task for a principal is to create a culture. A culture requires deliberate creation with the school principal designing a detailed vision of what the culture should look like for that school, focusing on both social and academic conduct. Bennet (2017) opines that teachers and students should learn how to achieve through practice of behaviour demonstrated. This means demonstrating, communicating it thoroughly and ensuring that every aspect of school life feeds into and reinforces the culture. One key way this is achieved is by designing routines that students and staff should follow, thus any behaviour performed should be made into a routine, for example which pathways to use, when to go for outdoor games. The culture should also be maintained through staff training, data monitoring, staff and student surveys to maintain the set standards.

There are challenges that may affect the culture of a school. Bennet (2017) notes the challenges may include indiscipline cases and lack of clarity of the vision, if the principal is not able to communicate clearly the school vision to the staff and students. He continues to note that other challenges that frequently impede culture improvement include lack of sufficient in-school classroom management skills, poorly calibrated or low expectations, inadequate orientation for new staff or students, workload, unskilled staff, remote, unavailable, or over-occupied leadership and inconsistency between staff and departments. The manner in which each school will achieve the set standards would vary depending on the challenges experienced. 'Culture in this context means the ideals, customs, and social behaviour of a particular people, society or community. Culture will occur whether attention is paid to their creation or not. There is need to note that schools may suffer persistent disruption from some students. Disruptive behaviour

is one of the most common discipline problems in schools. (Bennet, 2017). The school culture can only change when the principal and the staff are involved in students' discipline.

The principal has the power to influence the school culture on student's discipline in place because what they do or do not do – is crucial. There are five interwoven elements that shape the school culture. These include fundamental beliefs and assumptions, moral or shared values, norms, patterns and behaviours and tangible evidence. Fundamental beliefs and assumptions are that information given to students is true. Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2020) notes when students come to class they have prior knowledge that must be addressed if teaching is to be effective. This means if learners are not engaged on what they know and believe are not engaged, learners may fail to learn new concepts. Hence the principal needs to understand the information students know on discipline issues in order to pass new information on discipline within the school.

Students when coming to school bring in different experiences hence they have the present distinct preconceptions, knowledge and bases on discipline. Darling-Hammond et. al., (2020) notes that the principal should carefully design discussions around discipline measures to help students take each step in the learning journey with appropriate assistance. This varies with each student depending on the behaviours learnt along the way in the different environments they have been exposed to. The principal will be successful in information sharing on issues of discipline when they address each student in different ways of learning, knowing and communicating.

There is also need for the principal to use facts and ideas in the context of discipline issues to help the students understand the different human behaviour. This is because students use knowledge and organize conceptually the values they have learnt in the different environments (Darling-Hammond et.al, 2020). Chowdhury (2016) also emphasises on that human behaviour

as it affects people's beliefs and attitudes. He also notes that ethics are the codes of conduct adhered to by different people. In this case students could adhere to different code of ethics that were picked from the different environments they grew in that is home environment as well as school environment.

The principal needs to understand that students learn new behaviours through conditioning. This would help them to be more effective if they understand how students learn and how to manage their behaviour (Darling-Hammond, et. al., 2020). This means the way students behave is influenced by thought processes. It is important for the principal to help the students to self-assess their understanding on why certain behaviours occur. This understanding may model the students on the ability to actively participate in learning new behaviours especially if there is a reward (Centre on the Developing Child, 2016).

The principal should aspire to involve students through sharing their moral values as guiding principles of life (Shailaj, 2017). The study found that values are personality, attitude, behaviour; mission and vision of an individual or institution. These values are the backbone of personality, religion, society and nation. The principal should promote values in curbing indiscipline issues within a school (Shailaj, 2017). This means when moral values are adopted in a school set up they are supposed to reduce indiscipline issues. It is also important to note that in the modern world of technology, students are caught up in indiscipline issues such as burning of schools, violence and crime. Shailaj (2017) also urged that most students have lost their moral values to commercialism and modernization. Hence the need for the school principal to help students learn moral values for personality development within this disintegrated society.

A study carried out by Barongo (2016) on school administration strategies on students' discipline in public secondary school in Kisii Central, found out that principals' who employed

the culture of open-door policy where students could walk in the principals' office and talk about their problems created a good atmosphere. This is because students were able to express their issues as well as bring new creative ideas hence reduced indiscipline cases. This helped the principal to share information with the students and they could also easily receive feedback. Barongo also found that the principal shared the school vision through school rules and regulation. The study also found that principal received feedback from the students to reduce misinterpretation of the rules and regulations hence reducing students' indiscipline. This study therefore, sought to establish the influence of the principals' sensitisation of school culture on students' discipline.

## **2.6 Influence of principals' information sharing on students' discipline**

Effective communication is core for all leadership activities. The principal's adeptness to commune efficiently allows him/her to control the attitudes and actions of their colleagues and subordinates (Majumdar & Ray, 2011). Information sharing keep students informed. Schools channel communication to students through the various channels which include notice boards, newsletters, announcements at school assemblies, personalised letters, person to person communication, telephone, daily announcements in classrooms and staffrooms among others (Ndaita, 2016). The Students are expected to be informed of the school activities, facilitate the involvement of the students in the operation of the school, and promote the interests of the school hence reduce misunderstanding which would bring about indiscipline cases among students. Njami (2018) argues involving students through information sharing was an important strategy in reducing cases of indiscipline in schools.

A study by Katua (2019) indicated that the principals hold meeting with the student leaders who are supposed to be sharing information given with the entire student fraternity on issues affecting the students as well as school discipline issues. They are also to inform the students

the expectations of the school through the information shared on rules and regulations. The study concluded during student's meetings the information shared was about issues discussed in general school rules, regulations, relationships, official language, failing to do assignments, inappropriate dressing, grooming and disobedience among student. The meetings addressed these issues by bringing in counsellors, creating student friendly environment and establishment of a notice board where rules and regulations, expected penalties and other items in the school were posted for easy access by all students.

Information sharing can be through different strategies such as holding classroom meetings, communication during assembly, use of guidance and counselling, use of rewards and incentives to enhance discipline among students. A study by Katolo, Gathumbi and Kamola (2016) found that the students wished the principal could set aside a day he would have a meeting with them to discuss issues that were affecting them. They noted that the students wished the class teacher to call for a consultative meeting with the principal together with the students to give their grievances. These meetings, they felt would be important to help in decisions that were affecting the students. Katua (2019) noted that the principal could use different strategies to share information with students to help reduce indiscipline cases in schools. These strategies include school assemblies which can be an interactive meeting to communicate and improve student's interactions with the school principal leading to improved discipline.

Information sharing should motivate students to get self-discipline to improve school discipline. This can only be gained when the principal gives students information that would help them when they have inculcated self-discipline and how it is going to help them in their school life and life after school. Mbaluka (2017) notes that students who have self-discipline involve themselves in activities that are helpful in attaining academic success such as completing school

assignments in time, review their notes, listening to teachers in class and engage teachers with questions that are helpful to help them attain their goals. The students are happy to spend their extra time trying to involve friends in areas that would help them accomplish their goals. This means they also have self-regulating skills.

Omote, Thinguri and Moenga (2015) noted that when the school leaders to institute disciplinary measure that will inculcate self-discipline and maintain school discipline. This means that the students are not threatened with punitive, preventive methods to modify their behaviour but rather they are given punishments that are useful to the community such as cutting grass, clearing bushes, physical exercises to result in health students. The students could also be given talks that would help them develop positive reinforcement such as where students are rewarded for good behaviour, a class is awarded points for good behaviour. This would encourage students to maintain discipline in their class since with the information shared they were told of the rewards to be given when this is maintained hence self-discipline can be reinforced.

Information sharing can also help the principal and the students to build trust. Trust building is an important goal for the success of the school in maintaining discipline and achieving the school goals. Tschanne-Moran & Gareis (2017) noted that trust is looked at as a complex way of assess many elements simultaneously when making judgement of trust. These may vary depending on the context of the information shared by the principal with the students. When the principal is trusted by the students this means the students are willing to be vulnerable to another party on the confidence that the other party is benevolent, honest, open, reliable and competent and vice versa about the students to the principal.

Arslan & Polat (2016) notes that the principal may wish to influence the building of trust based on principal-students (superior-subordinate) relationship. This means the principal must have the ability to influence the relationship they will have with the students. The challenge comes

when the principal does not meet the expectations of the students since the trust may not be build resulting with indiscipline cases. Arslan & Polat (2016) also notes that when the principal is willing to offer students help voluntarily, it means the students will look at the principal as caring of their needs. Tschanne-Moran & Gareis (2017) notes to cultivate a climate of trust in a school, the members of the school community must recognise the strengths and create the environment which curiosity and love are learning abide. This means the students learning and discipline if facilitated when the principal and teachers are fully aware of their positive intentions of the professional relationship. This may result in strong relationship of trust and students learning and discipline may be enhanced.

Katua (2019) found the need for principals to adopt a master-servant attitude when dealing with teachers and students though giving information about the school and allowing students to give feedback. This would help the principals to listen to students to create an understanding that would enhance discipline. The study recommendation were that the principal to incorporate collaborative methods through involvement of the students, teachers, parents and other stakeholders to be effective. This was to help the students to express their views and vent out their frustrations and such incidences could be preventing students' indiscipline. Hence indiscipline cases would be aired out as grievances to both the teachers and the principal. This study sought to determine how information sharing by the principal influence school discipline among secondary schools in Kitui County.

## **2.7 Influence of principal's information sharing through structuring of a school vision on students' discipline**

A school vision should be able to communicate a shared vision, common purpose and language (Borda, Warren, Coskie, Larson, Hanley and Cohen (2018) since all members are accountable to it. At the same time the purpose of a common vision on discipline helps both teachers and

students to remain focused. This is because the vision should be created in a collaborative culture of openness to learning based on a belief that all students can be successful in behaviour and learning. The shared vision should be able to help in bringing consistency support for students to be successful through sharing information that affects them. The principal and the deputy principal are very important in unifying the school in enacting a common vision. The vision had five functions that is; shaping the vision, creating a conducive school climate, cultivating leadership on others, improving instructions and managing people, data and process to school improvement (Wallace Foundation, 2011; Borda et.al., 2018).

Watson (2014) noted that the principal should share a vision that gives direction for the school. This calls for professional practice which can be realized, enacted and made possible by imposing rationality and direction for reduced possible changes with the school. This means the leader must acknowledge and accept disagreement and differing ideas as a source of positive change, hence the need for the leader to consider carefully the inclusion or exclusion of different ideals and values of all members of the school community. Bardo et. al., (2018) on the leader using a collaborative culture as voluntarily and spontaneously from both the teachers and the students. Such collaboration could be seen by the teachers and student as creating a shared leadership where information is shared through a debate and dialogue on issues affecting the students.

Borda et.al., (2018) note that the elements of building and maintaining a whole school vision would shift the focus towards accountability and sustainability. They noted the importance of building and maintaining a whole school vision was to help the students focus on their issues. There is need for the school to have a shared commitment to improvement in the classroom level with behaviour. This would allow learning to take place to foster growth mind-set in students and teachers and development strong leadership focus on students learning in each

school. This means the students behaviour and learning are more important when the focus on is them but not critical on teacher's actions.

Forzani (2014) argue that a plan for school improvement driven by a vision is formulated, articulated and must be implemented. This can only be done through the school management mobilizing the resources to enable the vision be realised. They are also able to identify the challenges that they are likely to face when implementing the place for discipline improvement. To overcome these challenges, the leader is supposed to help the stakeholders have a sense of ownership. This can be achieved through involvement, motivation and morale building hence making them have a shared commitment on the information shared.

Students' knowledge on discipline is evident of a shared commitment instead of thinking first about the consequences of lack of it. Forzani (2014) noted the need for student's knowledge to be first put into perspective hence the teacher will just bridge from the known to the unknown. This means the teacher is able to make decision about whether the student need additional information or they can be left to move forward especially when it comes to issues of students' discipline.

Mundy (2017) on the other hand found that a vision should envision to bring coherence across the different areas within the school. This can be through the identification of the aims and purposes of the school. The school vision is a vehicle which the school could embrace in order to focus in the same direction. The study found out that the people who are supposed to bring the vision to reality should focus on the core areas of the school, which is improving learning and teaching. There should be mutual understanding and trust between the school leader and all the stakeholders. This trust can be built through consultation of all stakeholders before making decision. Murphy and Torre (2015) notes that, a vision means building a sense of hope,

commitment to continuous improvement, reflecting and building on what works well. This rings about collective responsibility of all the stakeholders and the academic outcome since discipline has been maintained. It is important to note that the principal is the significant figure in this mission.

Ogweno (2016) argue that the principal should be able to communicate the school vision to the students and teachers clearly. This can be done during in instructional leadership and resources on the discipline management. This means that the principal should be clear on the school vision and direct the school towards achieving it. Mendel (2012) noted that is a vision is well articulated, it serves the best interest of the students as a moral code. This means it is important for this study to establish the influence of the principal's information sharing through structuring of a school vision on the students' discipline.

## **2.8 Influence of the principals' supervision of school activities on student discipline**

Supervision is an important part of the management especially on areas of learning and teaching process. This is because the supervisor is seen to act as another set of eyes holding up a mirror of practice (Gall & Acheson, 2011). Supervisor can carry out class observation and then later offer feedback to the supervised teacher. Ahmad, Amal & Nayfah (2013) noted that supervision is a cornerstone of developing the educational process of all its aspect which should help the teachers in their professional and personal development. When teachers receive feedback from their supervisors, this is help in developing teaching learning process and can lead to achievement of high performance and student discipline.

The principal as an instructional supervisor therefore needs to be equipped with effective instructional supervisory skills which would enable him to initiate and maintain discipline in the school. This would call for the principal to prioritize supervision within their school as of

great importance. Lack of supervision would contribute to teacher absenteeism (Ngunjiri, 2012). The schools will have dismal performance and also students' indiscipline will rise. Kotirde & Yuno (2015) students' indiscipline may arise when there is lack of communication through supervision. They found that the students tend to become unruly to teachers, to one another, low grades are recorded, crimes of various types are exhibited, and absenteeism, lateness and disruptive behaviour would increase within the school.

Supervision leads to discipline in the school encouraging the students to be ready to respect authority, observe and obey school rules and regulations for smooth learning and teaching (Kotirde & Yuno (2015). Principal tend to provide proper learning ambience. The school administrator degree of supervision leadership allows students to become self-driven. The principal and teachers also use supervisory strategies to monitor activities of students when in school. The strategies are aimed at achieving the same goal hence reducing indiscipline cases and encouraging students' achievement (Kotirde & Yuno, 2015).

The principal is also tasked with monitoring the students' attendance. This is because the student's attendance would translate to retention in school while non-attendance may lead to school dropout as a result of drug and substance abuse (Bradley, 2015). Student absenteeism could also be as a result of and not limited to lack of transport, lack of access to resources, lack of childcare before and after school. Bradley (2015) recommended that parents should help their children become more consistent through getting involved with the school through enhanced communication between the school and the parents.

Modise (2016) reported that the principal should be actively involved in managing students' attendance records and they should also be able to engage both parents and learners when there is non-attendance. The study found that students who missed school were followed up for three

days per week and the principals reached out the local administrators for support when there was non-attendance. This prevented wastage within the school system and poor academic performance.

On the other hand, Childs and Grooms (2018) students' school attendance should not be seen as one person's concern but should be the concern of the whole community hence the need to strategize from the community level on student school attendance. There is need for the school to partner with the local administration, the church and national government in ensuring that students attend school. This is called attendance tracking which can be done through the local administration and the school management. Childs and Grooms (2018) found that attendance tracking helps reduce the student absenteeism as gross misconduct in USA. This is because students who are enrolled in high school are advanced in age hence can decide to drop out of school to their disadvantages. This calls for the principal to use strategies that would help the student retention. One of such strategies is use of praises among students who were chronically absent for attendance, hence improving their attendance rates. This can be achieved when the principal supervises the attendance records.

The principals' supervisory of life lesson activities is of great importance since it offers the teacher observed with support and first-hand feedback about their instructional techniques (Kimeu, 2010). The principal will gain insights into the standard of teaching and learning in the school at the same time identifying gaps and also plan for appropriate interventions. The principal can also provide alternative approaches and skills which can strengthen the teachers' pedagogical skills through immediate feedback, in-service training, inset training, and or buying adequate teaching and learning resources (Mavindu, 2013).

The principal is also able to supervise on student's progress during the lesson by going through their exercise books that shows whether they understand what is being taught by how they have

done their assignments (Ekaette and Eno (2016). The principal can also inspect student's progress record. The principal and the teachers in their respective school should be able to set specific goals for learning of their students and ways to assess students' progress towards the said goals (OECD, 2013). The principal will hence be checking against these set goals the students' progress through the records of the different assessments carried out in their respective schools. These goals can also be used during teacher appraisal. It should also be noted that teachers should be tasked to give students learning progress as this will show the growth of the said student. The principal can give formative feedback to teachers on student's progress.

During instructional supervision the principal should make the process interactive by nature. Therefore, the supervisor and the teacher need to plan the process collaboratively which creates rapport and both parties have ownership of the entire process. This will eventually lead to a well-motivated teacher who will in-turn positively impact on students hence become more confident and disciplined (Ngunjiri, 2012, Mavindu, 2013). This means that the student will therefore participate well in lessons. They will answer and ask questions wherever they do not understand what the teacher teaches. This shows that students are more confident hence interactive during the lesson and sometimes even after the lesson they will follow the teacher to ask questions or their colleagues.

A study by Hallinger and Murphy (2013) found that principals visiting classrooms allowed them to observe teaching and learning and provide effective feedback to teachers. The study indicated that the principals used classroom visits to support teacher's teaching and to be visible and accessible within their schools. This helps in effective students' assessment as well as access to student progress data and areas that need improvement. The principal also recognises teachers' efforts and this can help build trust between the principal, teachers and students (Leis & Rimm-Kaufman, 2016). They are also able to plan together on way forward in areas that need improvement by forming teams that work together also reduces cases of indiscipline among

students. This is because the school community work as a team to determine the best course of actions for all involved.

Students' success is achieved when the school is developmentally responsive, challenging, empowering and equitable (Gomendio, 2017). This is because the principals prioritised classroom visits to ensure student were being developed responsively and that learning teaching environment was conducive. The classroom visits also helped the principal to gather information on the misconduct among students and other challenges faced by the teachers. The principal can purpose to support, motivate and improve working conditions as well as students discipline out of classroom visits.

During class time and without a teacher's presence, students are supposed to be calm and concentrate in their study. According to Darling-Hammond et. al., (2019) the students, teachers and the principal can design classroom rules which will emphasize on the compliance of these norms other than punishment of misbehaviour. This will promote students taking responsibilities of their actions and follow the routine and norms when in class. Since the students will participate in developing these rules and norms the principal will just visit the class for socialization where student can interact respectfully, taking turn to voice their needs and solve problems without causing interaction. This means when the principal visits the class during prep time just as a routine check since the students will be following the norms and rules without interactions.

In a school set-up the teachers are expected to maintain professional records and data pertaining to the school. The principal also on his part is expected to be checking teachers' records and students' workbooks as well as maintaining administrative records which include student daily attendance, teachers' attendance register and students' admission register (Onyango, 2005). This implies the principal will be able to monitor the teachers are doing what they are required

to do or vice versa and therefore an insight of the quality of education offered and discipline in the school. This study therefore wished to establish how principals' supervision of school activities influenced students' discipline.

## 2.9 Summary of the Literature Review

Objective	Authors	Topic	Methodology	Findings	Gap
To establish the extent to which students' involvement by the principals in decision-making influences secondary school students' discipline in Kitui County, Kenya.	Kagendo, D.A. (2018)	Student participation in decision making in secondary schools and its influence on student discipline in Tharaka-Nithi and Nairobi Counties, Kenya	Mixed method research design, and specifically triangulation method in which both quantitative and qualitative data collection methods were implemented simultaneously  Stratified random sampling technique and lottery technique was used	The interaction between type of schools, class levels, and gender of the students did not influence student participation in decision making. However, the interaction between class levels and type of schools significantly influenced student participation in decision making. Student discipline was found to be good during the three years prior to the study.	Other factors affecting students discipline in secondary school other than participatory decision making  Effectiveness and challenges of students council in secondary schools and other institution
	Wambua, P.M, Okoth, U., & Kalai, J. M. (2017)	Influence of Principals' Involvement of Students in Decision Making on	Descriptive survey design was employed	Principals' involvement of students in decision making with varying degrees. Analysis of Variance (ANOVA) did not	Study to be replicated in other counties, with teachers and Board members as

		Discipline in Secondary Schools, Kenya	Stratified proportionate sampling was applied	indicate significant differences between involvement in decision making and lowering of cases of drug and substance abuse, cases of arson and student suspension.	respondents. Mixed methods to be used to use more qualitative research
To examine principal sensitization of school culture influence on students discipline	Bennet, T. (2017).	Creating a Culture: How school leaders can optimise behaviour.	Probability	School culture define the way things are done in a school. Standards of behaviour remain a significant challenge for many schools. There are many things that schools can do to improve, and leadership is key to this. Teachers alone, no matter how skilled, cannot intervene with the same impact as a school leader can. The key task for a school leader is to create a culture	lack of clarity of vision, or poor communication of that vision to staff or students <ul style="list-style-type: none"> <li>• a lack of sufficient in-school classroom management skills</li> <li>• inadequate orientation for new staff or students</li> <li>• staff over-burdened by workload, and therefore unable to direct behaviour effectively</li> <li>• unsuitably skilled staff in charge of pivotal behaviour roles</li> </ul>

					<ul style="list-style-type: none"> <li>• remote, unavailable, or over-occupied leadership</li> <li>• inconsistency between staff and departments</li> </ul>
	Barongo,. S. (2016)	school administration strategies on students' discipline in public secondary school in Kisii Central	<p>Descriptive survey research design</p> <p>Target population consisted of all 52 public secondary schools in Kisii Central District, 52 Principals and 1,560 teachers in the administration of the school affairs.</p> <p>Simple random sampling was used i</p>	principals who employed the culture of open door policy where students could walk in the principals' office and talk about their problems created a good atmosphere.	A study on the head teachers' strategies influencing pupils' discipline in public primary schools in Kenya and Since the study only focused on public secondary schools, a similar study should be carried out in private secondary school for comparison purposes.
To examine if information shared by the	Katolo, G. N., Gathumbi, A.	Principals' leadership practices and their influence on students'	The study employed descriptive survey research design. The	Pearson correlation coefficients computed to find out the relationships between principals	A survey should be conducted to establish the effectiveness of how

principal with the students has influence on student discipline.	M & Kamola, P. M. (2016).	discipline in public secondary schools in Makindu Sub County, Kenya.	sample comprised of 20 principals, 46 teachers and 197 students who were selected by simple random sampling.	leadership practices and student discipline generated strong negative correlation coefficients of $r = -0.961$ with corresponding significant level ( $p\text{-value} = 0.000$ ) hence there was significant relationship between principals' consultation of the student council and the number of students' disciplinary cases in school	information sharing impact on students' discipline in secondary schools.
To explore the influence of use of a school vision by the principal on student's discipline	Borda, E., Warren, S., Coskie, T. L., Larson, B.E., Hanley, D. & Cohen, J., (2018).	Cross-Disciplinary, Whole School Education Reform in Secondary Schools: Three Critical Components. Western Washington University.	Descriptive analysis	Common tools for translating the vision into practice not only propelled changes within the disciplines, they also provided the foundation for teacher learning. The ongoing nature of collaborative teacher learning helped maintain and support the shared vision. With respect to the	How were those initiatives supporting or aligning with the vision? How did the vision help the school determine which of the needs to focus on for the year? What's more, TWSSP activities needed to feed into the whole-school

				first critical component, we recommend special attention to the mechanisms by which schools revisit the whole-school vision, and to revisit that vision often	vision and communicate how that was happening with principals and teachers. Because schools founded their vision on student learning,
	Ogweno, J. O. (2016).	Influence of principals' management practices on students' discipline in public secondary schools in Kiambu County, Kenya..	Descriptive survey design Stratified sampling was used to obtain secondary school categories Simple random sampling was used to obtain required respondents	Principals reminded students of the vision termly and also yearly to influence their discipline positively	A study to establish how students' gender influences the nature of practices that principals put in place to maintain discipline in the various schools
To determine how principals' supervision of school activities	Kotirde, I. Y., Bin, J & Yuno, J. B. (2015).	The Processes of Supervisions in Secondary Schools	Descriptive research design	When teachers are not motivated, their level of job commitment may be low and the objectives of	A study to be carried out to establish systems to team up for the acknowledgement for

<p>influence student discipline in Kitui County, Kenya.</p>		<p>Educational System in Nigeria.</p>		<p>the school may not be accomplished.  The consistencies in educational policies have been argued to be responsible for the poor service delivery in the system  School facilities are the material resources that facilitate effective teaching and learning in schools</p>	<p>dynamism of education and adaptation of some related changes in schools system</p>
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## **2.10 Theoretical framework**

This study is supported by a Contingency theory by Fred Fiedler (1958), Situational Theory of leadership by Paul Hersey and Ken Blanchard (Agrawal, 2007). A contingency theory is an organizational theory that claims that there is no best way to organize a corporation, to lead a company or to make decisions. But rather the optimal course of action is contingent (dependant) upon the internal and external situation. The theory also claims there is no one best way to approach in management or doing things and that different situations calls for different approaches to handle, manage and solve the arising issue. The theory also claims that leaders are able to exert more influence if they are able to have good relationship with employees, in this case students.

The theory claims that management and organization is an open system which requires adaptable and situational solution in order to solve the problem. The theory however has strengths and limitations, the strengths are, it has the support of an abundance of empirical research (Peters, Hatke & Powman, 1985; Strube & Garcia 1981), it suggests that leaders do not have to be effective in all situations and that there are specific scenarios in which a leader might not be the perfect fit and provides concrete data on leadership styles, that is applicable to organizations developing their own leadership profiles.

According to Shala, Prebreza, and Ramosaj, (2021) contingency theory has the following limitations; The theory assumes leaders can change their behaviour at will to meet differing circumstances, when in practice many find it hard to do so because of in conscious fixed beliefs, fears or habits; it ignores peoples controlling psychology and ignores leadership presence.

The theory states that effective leadership is contingent upon the situation at hand. According to the theory, someone can be an effective leader in one circumstance and an ineffective leader in another. The need for a contingency theory to support students' discipline was considered

appropriate because in a school set up there are people of diverse characteristics and therefore, it is not possible to find one single practice that can be used in the management of discipline effectively. The Situational Theory of leadership characterizes leadership in terms of task behaviour and affiliated conduct. The task behaviour is described as the magnitude to which the manager enforces the duties and responsibilities of an individual or group; this means they may give directions as well as set goals. Meanwhile, affiliated conduct is the degree to which the manager involves the two-way or multi-way communication which comprises such activities as listening, giving encouragement, and educating. As related to this study, the school principal is expected to do a careful analysis of the students and handle them in terms of their behaviour.

The four quadrants of the theory are; Situation R1—Low readiness, Situation R2- Moderate readiness, situation R3- Moderate –to – high readiness and situation R4- High readiness, where Situation R1- Low readiness is a situation when the cohorts are unable, reluctant, or insecure, the manager then should call to attention task-oriented conduct and be appropriately instructive and despotic, using a telling style. In a school status quo, this is whereby the students are not willing to cooperate or have no idea how to maintain discipline, the principal must bring them on board by giving specific directions and stating his expectations and ensure they are understood and carried out. One way is explaining the school vision clearly and putting in place strategies to ensure everyone understood it.

Situation R2-Moderate readiness. Whereby the cluster followers are not willing or confident, the manager then has to bring to attention by becoming more relationship-oriented, using a selling style. In such a condition, the school principal ought to build the capacity of the students, for example, by applying rewards when they perform well especially in maintaining discipline. In addition, the principal can ensure that the guidance and counselling handle topics that build

up the students' capacity to deal with issues. The target will be that the students confidently carry out their expected duties.

Thirdly, Situation R3-Moderate-to-high readiness whereby members remain talented but reluctant or hesitant, therefore the manager requires to avail a high intensity of relationship-oriented behaviour but a low strength of task behaviour, thus engaging in a partaking method. In such a position the students might be able to carry out some tasks but they are afraid, for example, that is a common characteristic of a phlegmatic. The principal ought to find ways of identifying talents in the students and giving them opportunities to exercise those talents. This can also apply to giving all students opportunity to access leadership. For the student to participate effectively, close mentorship is required.

Finally, situation R4-High readiness; whereby participants are capable, willing, or self-assured and also display self-reliance and competence. A manager may be able to grant them significant independence, using a delegating style. This level can apply to the choleric student who always has new ideas on how to carry out tasks or the melancholic whose ability to analyse situations is fairly well developed. For instance, including students with different temperament in the review of school rules can prove helpful as they are likely to have a balanced discussion. The end result might be fair rules for the students' body and then principal can expect that the students are more likely to obey the rules they have created with less supervision.

The theory also argues that for a management to be effective; first, the organizational design, managerial actions, policies and practices appropriate for the specific situations must be taken into consideration. Second, the management must shape its diagnostic skills to anticipate and comprehend changes and thirdly, the manager must have adequate human relation skills to accommodate change as well as ensure stability. The strength of the theory is that it provides a method of analysis as well as ways of integrating the organization with its environmental

situations. Some of the ways this applies to the study are that when the principal assesses lessons, he or she can help identify gaps in classroom management that might be detrimental to school discipline.

The situational theory of leadership provides a view of thoughtful leadership behaviour in relation to collective affiliates because persons who are competent need limited supervision in comparison with less qualified persons. The theory is equally beneficial since it can shape other descriptions in management which stresses the function of task and relationship behaviour. Factors which make it important is the foundation for leadership training. The situational theory also involves aspects of good judgment, therefore, making it intuitively appealing. The theory benefits an organization in that attempts can be made to identify the preparedness of affiliated members before selecting the appropriate leadership style. Additionally, leaders can empower the followers according to the followers' maturity and competences. At the same time it enables the leaders to have more time to carry out supervisory duties. These are ingredients that can help in enhancing school discipline (UNESCO, 2014).

The situational approach has several strengths. The first strength is about training student leaders and other student on discipline issues and the effects on their day to day life in school. The student leaders will become better leaders this means that the principal is able to help students' behaviour change. The second strength is that it is easy to understand, intuitively sensible and easily applied in a variety of settings. This means the theory can be used in different areas since it is straightforward. In the school set up as a management strategy to strength students' discipline, the principal can use it to help share, receive and get feedback from the students. This will enhance student discipline. The third strength is the prescriptive value to apply because it is practical. The theory recommends that leaders should lead with supporting style that will provide valuable guidelines to facilitate and enhance student discipline. The fourth strength emphasises for the principal to being flexible. The school

principal is able to recognize the different personality of the students and their strengths and is able to help them at the different stages of their development to gain confidence to overcome their shortcomings. The fifth strength is on seeking opportunities to helping students learn new skills that will impact on their confidence to reduce on discipline cases. This means the principal is able to offer training opportunity through different talks to impact on students becoming more responsible of their behaviour in school and outside the school Shonhiwa (2016).

However, one of the weaknesses in the theory is that it assumes the leaders have the skills and knowledge to apply the various actions demanded by the varied situations. In addition, the theory gives categories and guidelines that are so precise; hence, giving the impression that it is infallible; while actuality, leadership conditions are not well defined as the four quadrants propose. This implies that sometimes leadership does not work. For example, many managers use an expressive style with a team that is incapable and reluctant or apprehensive (R1) and still derives poor results. The disadvantages of the situational theory of leadership been mixed with a main concern that there are few leadership situations in which a high-task, high-relationship orientation does not produce the best results. Hence, when employing this theory, the study therefore, endeavours to show that the principals need to influence students' discipline by involving them in decision-making; influence of principal establishing an understanding of the school culture on students' discipline information sharing, structuring of the school vision as form of information sharing and supervision of school activities.

## **2.10 Conceptual framework**

The following conceptual framework helps in the understanding of the various variables in discipline management in a public secondary school.

**Figure 2.1 Relationship between principals’ management practices and students’ discipline.**

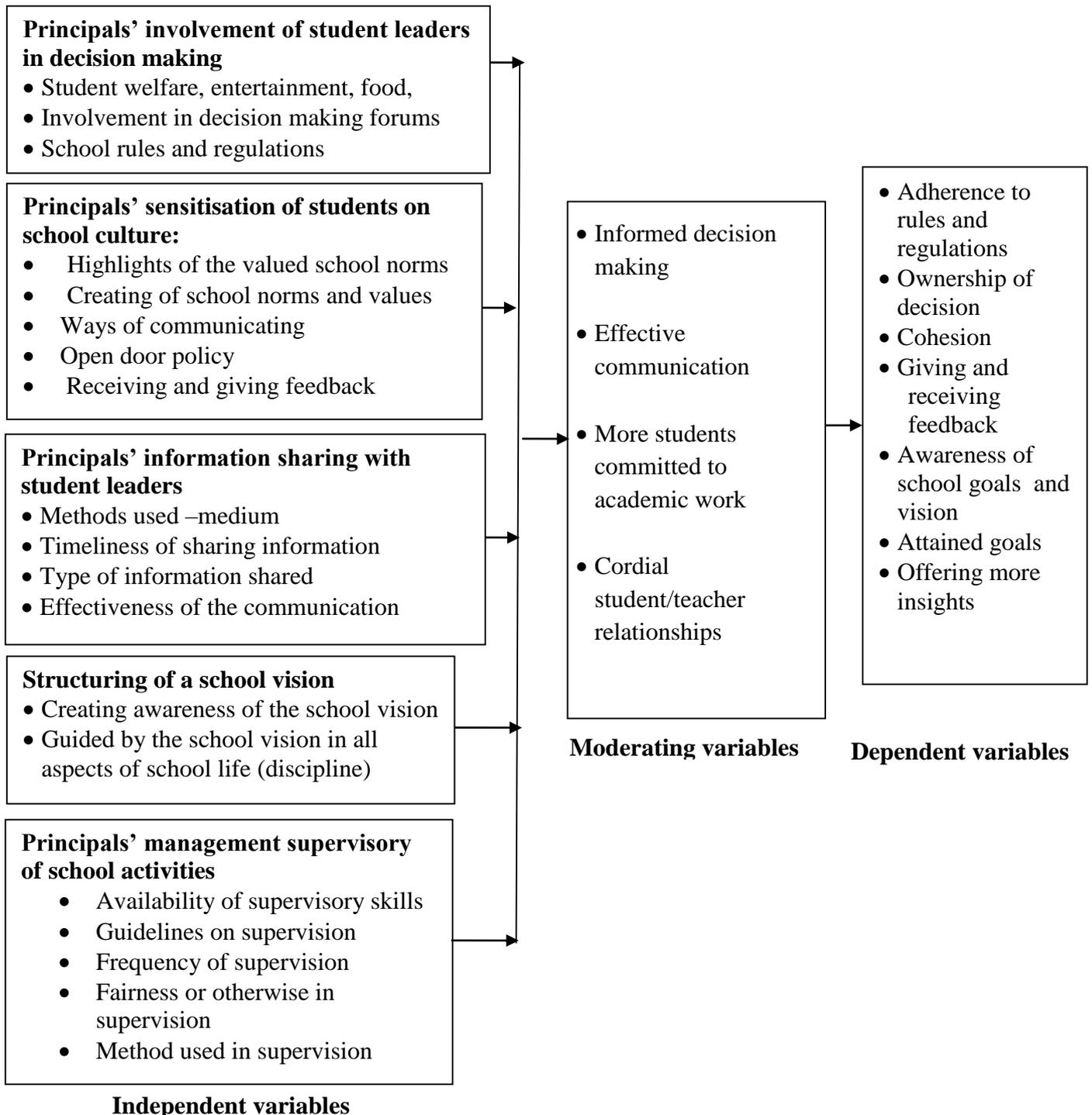


Figure 2.1 shows the principals’ application of the management practices in discipline management. These includes involvement of students in decision making, understanding the school culture, principals’ information sharing with student leaders, structuring a school vision and principals’ management supervisory of school activities. The ideal leadership style is one

that takes the input of all stakeholders into account (Bush, 2003). To achieve school discipline, students should be given responsibilities according to one's abilities and train them to gain the skills needed to perform important duties for the smooth running of the school. The effectiveness which students carry out their roles is dependent upon a number of variables, as shown in Figure 2.1 When these factors are favourable, students perform effectively and this is reflected through school discipline (positive social norms). When the factors are not favourable the opposite is the case.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter discussed the research design, target population, sample size and sampling procedures, research instruments, the validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

### **3.2 Research design**

This study was guided by mixed research method. Mixed research method combines various elements of both qualitative and quantitative research design (Cohen, Monion and Morrison, 2018). This study used questionnaires and an interview guide. Creswell (2012) argue that one method may not be comprehensive when dealing with a problem. The study needed to make the inquiry logics through data collection methods, data analysis methods and report writing. Cohen et. al. (2018) noted that mixed research method can apply to all stages and areas of research. This is because it enables the study to give comprehensive and a complete understanding of the phenomena. This means one method is able to complement the other method and therefore can balance out the limitations of each method where the strengths of one type of data often mitigate the weakness of the other. The results of the study were presented using the different methods. Quantitative data used descriptive method while qualitative data used thematic way of presentation. The research design was appropriate for this research because it describes the phenomenon giving clear answers to the research questions on the influence of principals' management practices on students' discipline in public secondary schools.

### **3.3 Target population**

The target population is defined as any member of an actual or assumed group of people, events or items for which a researcher intends to generalize the outcome of the research study (Gall, Gall & Borg, 2003). This study had a target population of 369 public secondary schools within

the eight sub-counties in Kitui County (*see Appendix M*). This means the target population was 369 principals, 369 deputy principals and 76071 students (Boys 37,614 and Girls 38,457) (County Director Office, Kitui County).

### **3.4 Sample size and sampling procedures**

A sample is a representative proportion of a population selected for observation and analysis (Kombo & Tromp, 2006). A sample of 30 per cent or more is to be considered a large sample (Best & Kahn, 2011) and sizable enough to detect a notable effect (Kerlinger & Lee, 2000). Stratified random sampling was used in the sub-division of the population into smaller homogenous groups or stratum when the population is composed of dissimilar groups (Kerlinger & Lee, 2000; Kothari, 2011). There were different categories of schools. Each type represented a different stratum that is National schools, Extra County secondary schools, County secondary schools and Sub - County secondary schools. Thus, if  $p_i$  represents the proportion of population included in stratum  $i$  and  $n$  represent the total sample size, the number of elements selected from stratum  $i$  is  $n p_i$  (Kothari, 2011). Four (4) sub-counties out of the 8 gazetted sub-counties in Kitui County were purposively sampled and 112 schools were drawn from a population size  $N= 369$  schools and 4 types of schools; National schools, Extra-County schools, County schools and Sub- County schools respectively.

$P_1 =$  Population of National schools with 2 schools

$100/100 * 2 = 2$  National schools

$P_2 =$  Population of Extra County schools with 40 schools

$50/100 * 40 = 12$  Extra County schools

$P_3 =$  population of County schools with 57 schools

$50/100 * 57 = 17$  county schools

$P_4 =$  population of the sub-county schools with 270 schools

$50/100 * 270 = 81$  sub county schools

In order to get the schools that were included in the study, purposive sampling was used to sample the national schools since they were the only two National schools representing a boys school and a girls school while simple random sampling technique was used to sample the other three categories of schools. All the schools in the study area were given numbers based on school category together with the total number of schools required to be picked and those numbers were written on pieces of papers per school category. The papers were put in different containers per School category and the researcher was blindfolded and then randomly picked a piece at a time from the lot in the container. The number on the piece of paper picked was recorded, implying that school has been selected for the study. The piece of paper picked was put back into the container before the next one was picked to ensure that all the schools in the study had an equal chance of being selected. Where an already chosen number was drawn for the second time they were ignored. This procedure was followed for the school categories until all the 112 schools were selected to participate in the study. Hence 112 schools were selected. Table 3.1 shows the Sub-counties and the number of schools sampled.

**Table 3.1 Sampled Sub-Counties and Schools**

<b>Categories of school</b>	<b>Kitui Central</b>	<b>Kitui West</b>	<b>Mwingi West</b>	<b>Kitui Rural</b>	<b>Sample</b>
National	1	1	0	0	2
Extra-County	3	2	6	1	12
County	3	7	3	4	17
Sub-County	18	27	21	15	81
<b>Total</b>	<b>25</b>	<b>37</b>	<b>30</b>	<b>19</b>	<b>112</b>

N=369

The principal and deputy principals were from the 112 sampled schools. This means the deputy principals and the principals in these schools were purposively sampled hence 112 principals and 112 deputy principals qualified for the study automatically. The choice of the purposive

technique was appropriate because the principals and deputy principals were the ones who have been interacting with the students both in class and outside class and has adequate knowledge of the indiscipline behaviours the students have been exhibiting.

Since the students' population was large at 44039 from the sampled four (4) sub-counties, Stratified sampling was used based on proportional sampling. All the form one students were new in the school environment hence eliminated from the study. The form fours were also disqualified because they were preparing for their exams. Form twos and threes were aware of their school environment and hence their involvement in the study. Two (2) form two and two (2) form three students were sampled from the sampled schools. This was because out of the 112 schools approximately 4 students per school participated in the study which was equal to 448 students. The respondents for both the questionnaires and interview guide were 672. The research adopted the formula for Krejcie and Morgan (1970). The formula determines sample size for a given population.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required Sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size (44,839)

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); It is the margin of error

$$\begin{aligned} S &= \frac{1.96^2(50000)0.5(1-0.5)}{0.05^2(50000-1)+1.96^2(0.5)(1-0.5)} \\ &= \frac{50222.862592}{112.104604} \\ &= 448.00 \end{aligned}$$

448.0

The population calculated was at 448 students. The 448 students were shared among the 112 schools and for each school 4 students were to participate in the study. Therefore, four (4) students participated from each school making a total 448 students. The results are represented in Table 3.2.

**Table 3.2 Sampled principals, deputy principals and students**

<b>Types of schools</b>	<b>Number of schools</b>	<b>Principals</b>	<b>Deputy principals</b>	<b>Students</b>
National	2	2	2	8
Extra County	12	12	12	48
County	17	17	17	68
Sub-County	81	81	81	324
<b>Total</b>	<b>112</b>	<b>112</b>	<b>112</b>	<b>448</b>

Table 3.2 shows the number of sampled school principals, deputy principals and students from the four school categories, that is national, extra county, county and sub county schools.

It indicates that majority of the respondents were from sub county schools since these schools were more than the other school categories.

### **3.5 Research instruments**

The researcher used three instruments in this study that is questionnaires for deputy principals and the students, an interview guide for the principals and an observation check list for the researcher. A questionnaire is an appropriate research instrument for descriptive research design. A questionnaire also helps the researcher to obtain information about the thoughts, feelings, attitudes, beliefs, values, and perceptions of the participants. This helps in tapping the understanding of the respondent towards the study subject. Orodho and Kombo (2003) argue

that questionnaires are usually filled in answers in written form and the researchers collect the questionnaires with the complete information. Cohen, Manion and Morison (2018) noted that a questionnaire is beneficial since it maintains standardized and open responses to a range of topics from large population. They suggest that the researcher may find the questionnaire useful when working in different issues since they can create a sequence, though, clearly a degree of recursion is inevitable. Depending on the type of data required the questionnaire should be focused and concrete to yield useable and relevant data, measuring what they are intended to measure. In this study there were two types of questionnaires, for the deputy principal and student's questionnaires. The questionnaires had closed ended questions.

The questionnaire for the deputy principal was divided into six parts. Part A dealt with the background information. Part B dealt with students' involvement by the principals in decision-making influences students' discipline. Part C was on principal's sensitisation of student's on school culture on students' discipline. Part D examined information sharing by the principal with the students has influence on student discipline. Part E explored the influence of use of a school vision by the principal on student's discipline and Part F was on how principals' supervision of school activities influenced student discipline in Kitui County, Kenya.

The questionnaire for the students had six parts also, part A was on the students' background information. Part B contained information of students' involvement in decision by the principals. Part C contained questions on principal's sensitization of students on school culture on students' discipline. Part D had questions on information sharing on students' discipline. Part E explored the use of school vision by the principal on students' discipline and Part F was on how the principal's supervision of school activities influenced students' discipline.

### **Interview guide for principals**

An interview guide is spoken issues. Interview schedule allows people to have a face to face encounter (Mugenda & Mugenda, 2013). Cohen, Manion and Morrison (2018) noted that interviews allow the researcher to acquire more information on the subject. This study employed an interview guide for the principals. It was found to be appropriate because it helped the interviewer to have an in-depth information, it was flexible, guarded against confusing questions because the interviewer could clarify hence getting more information from the interviewee. The interviewer was able to establish a rapport with the interviewee to get trust that would help them give more information on how they used management strategies in maintaining discipline among students.

### **Observation Check List**

Observation is more than just looking. It is looking and noting systematically people, behaviours, events, settings, artefacts, routines, and so on (Sampson and Tuson, 2003, Marshall and Rossman,2016.) This implies that the observer in this case the researcher has to observe and take note of the observations in a systematic manner. Observation approach was used because it gives the researcher the opportunity to gather first-hand information and has the potential to yield more valid or authentic data.

#### **3.5.1 Validity of the instruments**

Validity is described as the exactness and significance inferences depend on the research outcome (Mugenda & Mugenda, 2013). According to Creswell (2008), validity serves an important part in research in that it is a strong source used to ascertain the accuracy of the study's outcome. Content validity is an assessment of how well a set of scale items matches with the relevant content domain of the construct that it is trying to measure (Bhattacharjee, 2012).

To establish the content validity, the researcher aligned the questions with the objectives of the study. This would also reduce the unambiguous questions. The questionnaires were also subjected to the expertise of the Supervisor. The supervisors reviewed the degree to which the instruments measured what they were designed to measure (Kothari, 2011). The comments from the experts/supervisors helped the researcher to adjust the instruments appropriately.

Validity was also checked through pretesting of the instruments. Mugenda and Mugenda (2011) noted that pre-testing helps to weed out any potential problems with the tool and rectify the difficulties. After the questionnaire was administered for pretesting all the questions that were repeated were removed. The pre-testing also allowed the researcher to set the timing for the questionnaire to be answered during data collection period. The questionnaire would take 20 minutes to answer.

The study used 60 students, 15 deputies and 15 principals from schools that were not to participate in the study for pretesting; this was a 13.4% sample. The samples per each strata were sufficient for pretesting (Mugenda and Mugenda, 2013). Dood and Dood (2015) argue that a pilot study provides the researcher with opportunity to develop and enhance the skills necessary before commencing the main study. A pilot study also helps increase the reliability, validity and practicability of the questionnaires (Cohen, Manion & Morrison, 2018). The researcher used pilot study for clarity of the questionnaire, eliminate difficult questions, gain feedback and identify areas of redundant questions. The researcher in this study used a different county from the area of study however they have similar characteristics in terms of discipline management. Cooper and Schindler (2006) argue that the sample should have similar characteristics and background that are similar to the desired participants.

### 3.5.2 Reliability of the instruments

Cohen, Monion and Morrison (2018) define reliability as consistency and dependability of marking practice/ connections and standards. It is therefore, compromised when the questionnaires have the ability to achieve the same score in different markers, occasions, grading context and procedures. Kombo and Tromp (2006) also note that reliability is a measure of how consistent the results from a test are. An instrument should be able to measure a variable accurately and consistently and yield the same results under the similar conditions over a span of time. The test-retest method was administered. After a period of two weeks the same instrument was administered a second time to the same group of people. After the two tests were scored, the Pearson's product-moment correlation was calculated.

The formula for determining r is given below (Kothari, 2011):

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

Where **x** is the score on **test 1** while **y** is the score on **test 2**

The results showed that the correlation for the students' questionnaire was 0.75 while that of the deputy questionnaire was 0.8. The results concur with those of Mugenda and Mugenda (2013), a correlation coefficient (r), of 0.7 is considered appropriate and hence reliable for collecting data. The correlation was computed to determine correlation co-efficient, which shows questionnaires were reliable to be used in the study.

### 3.6 Data collection procedures

An introductory letter was sought from University of Nairobi to help get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The permit was presented to the County Commissioner and the County Director of Education, Kitui.

The researcher visited the sampled schools, sought permission from the principals and set the date for administering the data. Once permission was granted the researcher got in touch with the deputy principal to make an appointment. After explaining to the students the need for the research and assuring them confidentiality the respondents were asked to fill in the questionnaires. The researcher waited for the questionnaires while others were dropped and collected after a week from the deputy principal.

The researcher also gave the questionnaire for the deputy principal to be collected together with those of the students. An appointment was sought with the school principal for the interview. During the interview the researcher interviewed the principal and the information was recorded in easy retrieval during data analysis. The researcher followed the sequence of the research objectives to in order to gain more insights from the principals. Where there was need for clarity the researcher problem further.

### **3.7 Data analysis techniques**

Data cleaning of both quantitative and qualitative approaches were done after field work. The cleaning of the data helped in establishing the questionnaires that were answered and those that were not as well as the questions that had little or no responses. Quantitative data obtained from closed-ended questionnaire items were coded, entered and computed using the Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistics was used to analyse the data. The findings were presented in percentages and in tables. Qualitative data from the principals were put in thematic categories while others were used in narrative form.

### **3.8 Ethical Considerations**

For a research to be carried out, it is important for the researcher to get ethical approval and institutional consent. The researcher and the trained research assistants took some time within the school to intermingle and familiarize with the school administration, teachers and the

students before administration of instruments for the study. This helped cushion the effect of principals' selected management practices on students' discipline in public secondary schools in Kitui County, Kenya. The researcher also ensured the respondents took part in the study out of their free will and they were assured of the confidentiality of their responses. To ensure anonymity the respondents were not required to write their names nor school name on the questionnaire. The researcher collected only applicable data relating to the study in order to avoid unnecessary invasion of privacy.

### 3.9 Operationalization of Variables

**Table 3.3: Operationalization of Variables**

<b>Independent variable</b>	<b>Indicators</b>	<b>Qualitative data</b>	<b>Quantitative data type</b>	<b>Dependent variable</b>	<b>Indicators</b>	<b>Qualitative data</b>	<b>Quantitative data type</b>	<b>Statistic</b>
a) Principal involvement of students in decision-making	Students make decision concerning discipline Students offer suggestions on most issues hence manage time well Students are responsible and committed Give suggestions on type of rules/punishments they can be given Teachers willingness to use recommendation made by students	Content	Likert Scale	Students Discipline	Own up the decision Manage time well Take responsibility and are committed Punishment / rules Adopt recommendations	Thematic	Frequency tables	T-Test, ANOVA Correlation
b) Principals' sensitisation of students on school culture	Interactions Sharing experiences Creating school norms Sharing school values	Content	Likert Scale	Students Discipline	Feedback Communication through actions Available norms Values	Thematic	Frequency tables	T-Test, Correlation
c) Students' satisfaction with principals'	Information about the school Control of students' behaviour	Content	Likert Scale	Students Discipline	Informed Better behaved Self-driven Meetings held	Thematic	Frequency tables	T-Test, ANOVA Correlation

informati on sharing	Motivates students to self-discipline Number of meeting with student leaders Information shared Helps students to give their views				Information shared				
d) Sharing of the school vision	Core vales Clear directions Sense of belonging Appearing on exercise books Interactive sessions	Content	Likert Scale	Students Discipline	School core values Clear guidelines Belongingness Information readily available Session on interactions	Thematic	Frequency tables	ANOVA Correlations	
e) Principals ' supervision of school activities	Attendance register Progress record Class visits (number) Observation of class and record teaching methodology Visit teacher in class	Content	Likert Scale	Students Discipline	Number of students Report charts Number of visit Observation of class Number of visit	Thematic	Frequency tables	T-Test, Correlation	

## CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

### 4.1 Introduction

This chapter contains data analysis, presentation, interpretation and discussion of research findings. It starts with the questionnaire return rate, demographic data, as well as background information followed by presentation of data on influence of principals' involvement of students in decision-making on students' discipline; influence of principal's sensitisation of students on school culture on students' discipline, influence of principals information sharing on students' discipline, influence of principals information sharing through structuring of a school vision on students' discipline and influence of principals' supervision of school activities on students' discipline in public secondary schools in Kitui County, Kenya.

### 4.2 Questionnaire return rate

Questionnaire return rate refers to the number of respondents who have given back their questionnaires and are usable for the study (Mugenda & Mugenda, 2003). Brtnikova, Crane, Allison, Hurley, Beaty & Kempe (2018) also noted that response rate shows the representativeness of the collected data in a study. In this study questionnaires were administered to students and deputy principals. An interview guide was used for the principals. Table 4.1 shows the questionnaire/interview schedule return rate.

**Table 4.1: Questionnaire Return Rate**

	<b>Sample</b>	<b>Frequency</b>	<b>Per cent</b>
Students	448	443	98.9
Deputy principals	112	82	73.2
Principals	112	112	100.0

Table 4.1 shows that from a total of 448 questionnaires administered to students there was 98.9 per cent return rate, while out of 112 questionnaires administered to deputy principals there was 73.2 per cent return rate, while out of 112 principals targeted for interviews 100 per cent of the principals were interviewed. The questionnaire return rate was remarkable since the researcher administered the questionnaires in person. This is in line with the assertion by Bailey (2008) that a response rate of 50 per cent is adequate, while response rate greater than 70 per cent is very good. Likewise, Mugenda and Mugenda (2003) argue that 50 per cent of the questionnaire return rate is adequate for analysis and reporting. A response of 60 per cent is good and response of 70 per cent and above is very good. Since the student's return rate was at 98.9 per cent, 73.2 per cent for the deputy principals and 100 per cent for principals this was considered a very good return rate and also adequate in giving the necessary information. Brtnikova, et. al., (2018) indicated that when response rate is high, the potential of differences between respondents and non-respondents are lower increasing the likelihood of response bias. They also noted that a high response rate is important since it increases the efficiency and reduce cost of implementing the survey.

### **4.3 Demographic Data**

The principals and deputy principals were asked to indicate their gender, age, highest academic qualifications and years' they have served in their positions. The principals are responsible for the day to day occurrences within the school while the deputy principals are charged with discipline maintenance in a school. The years of service in their positions were therefore important to show the experiences they had gained over the years while dealing with the different students' discipline issues. The students were also asked to indicate their age, gender and form. The inclusion of gender in this study was to inform the study whether there was gender parity. It is also important to note that the Government of Kenya had been endeavouring to influence the involvement of men, women, girls and boys where they are affected or involved

in different areas. Republic of Kenya (2011) required that organisations exercise impartiality in according equal opportunities among males and females in different areas in the working life. Hence the inclusion of these variables enabled the researcher to get a clear understanding of the background characteristics of the respondents.

#### 4.3.1 Gender of Principals and Deputy Principals

Principal's gender has received a lot of attention in education research in regard to student's discipline. There have been a lot of gender stereotype and regarding gender role on discipline in schools (Kallie, 2015). A study by Alhourani (2013) found that the principal's gender had no impact on leadership effectiveness. Unlike a study Akomolafe and Belo (2018) who found that there was significant relationship between principals' gender and students' discipline. This was also supported by Okoth (2000) who found that female principals were more consultative. This gave students room to express their views and may in turn reduce indiscipline. This study sought to establish the principals' and the deputy principal's gender. The results are presented in Table 4.2.

**Table 4.2: Distribution of Principals and Deputy Principals by Gender**

	Principals		Deputy Principals	
	Frequency	Per cent	Frequency	Per cent
Male	67	59.8	48	58.5
Female	45	40.2	34	41.5
<b>Total</b>	<b>112</b>	<b>100</b>	<b>82</b>	<b>100.0</b>

Majority of the principals (67)59.8 per cent and (48)58.5 per cent of the deputy principals were male. This implied that there were more male principals and deputy principals and less female principals and deputy principals. This is despite of the fact that the Kenya constitution of 2010

put emphasis on equality of both gender and their representation in development agenda and leadership (Kariuki, 2018).

The study then sought to establish the distribution of the principals and deputy principals by their age. The results are as shown in Table 4.3.

**Table 4.3: Distribution of Principals and Deputy Principals by Age**

Age in Years	Principals		Deputy Principals	
	Frequency	Per cent	Frequency	Per cent
21-29	0	0	3	3.7
30-39	12	10.7	21	25.6
40-49	69	61.6	40	48.8
50 & Above	31	27.7	18	22.0
<b>Total</b>	<b>112</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>

Table 4.3 indicates that a majority of the principals (100) 89.3 per cent and deputy principals (58) 70.8 per cent were aged between 40 years and above. This implied that a majority of the principals and deputy principals were in the age where energy and experience is expected to be at its peak and can assist in influencing students' discipline. Aloka and Bojuwoye (2017) concur that age is related to experience and the latter could also be significant when it comes to decision-making on behaviours of students in a school. This is because behaviours of older persons are significantly anticipated to give positive emotions among students.

### **Highest Academic/ Professional Qualifications**

The study sought to establish from the principals and the deputy principals their highest academic qualifications. The results are as shown in Table 4.4

**Table 4.4: Distribution of Principals and Deputy Principals by highest Academic Qualifications**

	<b>Principals</b>		<b>Deputy Principals</b>	
	<b>Frequency</b>	<b>Per cent</b>	<b>Frequency</b>	<b>Per cent</b>
Master Degree	58	51.8	14	17.1
Bachelor Degree	50	44.6	63	76.8
Diploma	4	3.6	5	6.1
<b>Total</b>	<b>112</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>

Table 4.4 Shows that majority (58)51.8 per cent of the principals and (14)17.1 per cent of the deputy principals had Master’s degrees while (50) 44.6 per cent of the principals and (63)76.8 per cent of the deputy principals had Bachelor degrees. The level of education attained by the principals and deputy principals were acceptable as regulated by the human resource department of Teachers Service Commission (TSC). This means they were also qualified to make informed decisions on discipline issues affecting students in school.

The study sought to establish the years they had served as principals and deputy principals. The Results are as shown in table 4.5

**Table 4.5: Years served as Principals and as Deputy Principals respectively**

<b>Experience in years</b>	<b>Principals</b>		<b>Deputy Principals</b>	
	<b>Frequency</b>	<b>Years</b>	<b>Frequency</b>	<b>Years</b>
0-3	6	5.4	25	30.5
4-6	26	23.2	32	39.0
7-9	20	17.9	20	24.4
10 and above	60	53.6	5	6.1
<b>Total</b>	<b>112</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>

A majority of the principals (106) 94.7 per cent and (57) 69.6 per cent of the deputy principals had served in their positions for more than four years while (6) 5.4 per cent of the principals and (25) 22.3 per cent of the deputy principals had served in their positions for less than four years. The study established that the experience of being in a position is important since it helped one gain exposure of dealing with different challenges that come with the position such as students discipline cases in this case the principals and deputy principals. The results agreed with those of Ndeti (2017) who noted that principals and deputy principals were supposed to attend in-service courses in Kenya Education Management Institute (KEMI) to enhance their competence in administrative tasks. The results also were in agreement with Ongoto, Ogola and Malusu (2019) that the years of experience of the principal and the deputy principal had helped them apply the policies and procedures of school discipline hence this had become a common phenomenon in solving discipline issues within the school. The results disagreed with the Mosiori & Thinguri (2015) who noted that there was no difference in the role school administrators' years of experience and school dropout issues. This implied that the experience of the principal and deputy principal did not stop students from dropping out of school. The study was guided by five objectives which included; influence of principal's involvement of students in decision making on student's discipline in Kitui county, influence of principals' sensitization of students of the school culture on students' discipline, influence of information sharing by school principals with students on students discipline, influence of principals use of school vision on students' discipline and influence of principals' supervisory activities on students' discipline.

#### **4.3.2 Distribution of students by Gender**

A study by Owen (2016) on early childhood behaviour problems and the gender gap in educational attainment in the United States, found out that there was a gender gap on behavioural problems where male had high level of behavioural problems than female. Belsky

and Beaver (2011) noted that the problems were due to physiological, biological and social differences. Research shows that gender differences in behavioural problems had a link to gender differences in education during elementary school, middle school and high school in the USA (Owen, 2016; DiPrete & Buchmann 2013; Jacob 2002). This implied that boys who had behavioural problems at early age may stay longer in school than their girls' counterparts. Hence the researcher sought to establish from the students their gender. The results from the students are as shown in Table 4.6.

**Table 4.6: Students distribution by Gender and their Form**

<b>Form</b>		<b>Gender</b>		<b>Total</b>
		<b>Female</b>	<b>Male</b>	
Form 2	Frequency	106	104	210
	%	50.5%	49.5%	100.0%
Form 3	Frequency	117	121	238
	%	49.2%	50.8%	100.0%
Total	Frequency	223	225	448
	%	49.8%	50.2%	100.0%

Table 4.6 indicates that there was gender parity since the population of the females and that of males was almost equal. From the form 2 category, there were (106)50.5 per cent female students and (104) 49.5 per cent male students. This indicated higher percentage of females than their male counterparts. The same was noted with slight higher difference in percentage of male students (121)50.8 per cent in the form 3 category than their female counterparts (117) 49.2 per cent. This implied that in the two categories there was a slight difference between the number of boys and girls captured in the study. This implied that there was gender parity among the two categories.

The students were asked to indicate their age by gender. Table 4.7 shows the students responses.

**Table 4.7: Distribution of Students by age and their gender**

Gender of students		Age of respondents			Total
		Under 15 years	15-17 years	Above 17 years	
Female	Count	40	82	98	220
	%	18.2%	37.3%	44.5%	100.0%
Male	Count	43	108	72	223
	%	19.3%	48.4%	32.3%	100.0%
Total	Count	83	190	170	443
	%	18.7%	42.9%	38.4%	100.0%

There was (108)48.4 per cent of the male students while (82)37.3 per cent of the female students were aged between 15-17 years, (98)44.5 per cent of the female and (72)32.3 per cent of the male students were aged 17years and above. The students aged 15 years and above are normally within the ages of students in secondary school especially in form two and three who are still in their teenage years. These years are very delicate since the students are still developing and have unique discipline challenges. The results disagreed with those of Desiree (2014) who noted that problem behaviours among the teenage learners continue to affect the goals of effective education hence the need for the school principal to employ management strategies that would enhance discipline based on positive learning approaches as well as parental involvement.

#### **4.4 Students Discipline in schools**

The term discipline refers to commonly acceptable standards of behaviour or norms of society and could also mean obedience to set rules and regulations. This is in agreement with Asare, Owusu-Mensah, Prince and Gyamera (2015) who noted that discipline involves obedience and willingness to submit to rules of life, readiness to respect authority and observe conventional

laws without which students will not attain their goals. Students discipline is therefore paramount in a school setting. Belle (2018) argues that discipline is a multifaceted phenomenon yet it reinforces every feature of school life. Discipline trains students to have self-control and are not easily carried away by social evils within the society (Sadik,2018). Girma (2016) say there are two types of discipline that is curative and preventative discipline. Curative type of discipline is geared towards indiscipline cases among students while preventative is geared towards maintaining set standard behaviour among students. This study sought from the students and deputy principals the types of discipline cases that were common in the schools. The results from the students and deputy principals are as shown in tables 4.8 and 4.9 respectively.

**Table 4.8: Students’ responses on types of discipline issues experienced in the school**

<b>Type of discipline issue</b>	<b>Very common</b>	<b>Common</b>	<b>Fairly common</b>	<b>Lowly common</b>	<b>Not common at all</b>
Cases of drugs & substance abuse	280(63.2%)	13(2.9%)	7(1.6%)	11 (2.5%)	132 (29.8%)
Students bullying	147(33.2%)	46(10.4%)	53(12%)	43(9.7%)	154(34.8%)
Property arson and destruction	148(33.4%)	47(10.6%)	44(9.9%)	40(9%)	164(37%)
Theft among students	135(30.5%)	55(12.4%)	71(16%)	62(14%)	120(27.1%)
Absconding of duties	142(32.1%)	20(4.5%)	28(6.3%)	13 (2.9%)	240(54.2%)
Strikes and demonstrations	85 (19.2%)	44 (9.9%)	106(23.9%)	10(2.3%)	198(44.7%)

**Table 4.9: Deputy Principals' responses: Types of discipline issues experienced in schools**

Type of discipline issue	Very common	Common	Fairly common	Lowly common	Not common at all
Cases of drugs & substance abuse	48(58.5%)	16(19.5%)	16(19.5%)	2 (2.4%)	0 (%)
Students bullying	43(52.4%)	24(29.3%)	9(11%)	6(7.3%)	0 (%)
Property arson and destruction	45(54.9%)	23(28%)	9(11%)	3(3.7%)	2(2.4%)
Theft among students	47(57.3%)	19(23.2%)	12(14.6%)	4(4.9%)	0 (%)
Absconding of duties	42(51.2%)	25(30.5%)	14(17.1%)	1(1.2%)	0(%)
Strikes and demonstrations	42(51.2%)	30 (36.6%)	10(12.2%)	0 (%)	0 (%)

A majority of the students (300) 67.7 per cent indicated that drug and substance abuse were very common discipline issue while (143) 32.3 per cent noted that this was not common at all. The results agreed with (48) 58.5 per cent of the deputy principals who noted that cases of drug and substance abuse were very common in their schools. This implies that students in majority of the schools were abusing drugs. The results agreed with Ondigo, Birech and Gakuru (2019) who found that drug and substance abuse continues to be a challenge among the youth in schools and out of schools. The study found that drugs erode the core values hence affecting students' social skills development as well as academic performance.

A minority (246) 55.5 per cent of students indicated student bullying as common while (197) 44.5 per cent said it was not common. The results from majority of the deputy principals (43) 52.4 per cent concurred with the students who noted that students bullying was common. This could mean students bullying was a common discipline issues in majority of the schools. Jan & Husain (2015) concur that bullying among students is an everlasting problem. They noted

that bullying after all affects students including the person who is bullying the victim and those watch the problem.

Property arson and destruction was also found to be a very common problem, this was as per the results of a majority (239) 54 per cent of the students who agreed that it was common while (204) 46 per cent said it was not common. The results agreed with majority (45) 54.9 per cent of the deputy principals who noted that property destruction and arson was a very common discipline issue. This implied that since the deputy principal was supposed to be the discipline master in a school there were issues they were able to know about discipline within the school. The National Crime Research Centre (2017) on students' unrest in second term is a 'flight mode culture' in the minds of candidates resulting in destruction of property and arson cases. The study noted that there were underlying factors such as overload, peer pressure, lack of administrative authority since the principal is out for meetings most of the time, negative influence from the undisciplined students who transfer to the school, lack of effective guidance and generally indiscipline among students.

Another form of indiscipline was theft among students with (261) 58.9 per cent of the students indicating that it was a common factor while (182) 41.1per cent similarly a majority of the deputy principals (47) 57.3 per cent also agreed that theft among students was a very common phenomenon. This implied that stealing among students was found to be common especially so for the students to maintain the adopted behaviour that otherwise they cannot sustain without stealing. Mwaniki (2018) found that stealing was common cause of students' indiscipline issues. The study found that many students stealing habits were to enable them sustain other behaviours such as drug abuse.

A minority (190) 42.9 per cent of the students said absconding duties was a very common problem while a majority of them (253) 57.1 per cent said it was not common at all. The results

agreed with those of majority (42) 51.2 per cent of the deputy principals who noted that it was very common for students to abscond duties. This implied that students absconding duties had taken a centre stage in some schools. The results agreed with those of Waithaka (2017) who noted that absconding duties among students was a form of not adhering to school rules. This was encouraged by lack of parents' support in disciplining the students.

Strikes and demonstrations was another discipline issue in schools with a majority (235) 53.0 per cent of students noting it was a very common phenomenon while minority (208) 47 per cent of them noting that it was not common at all. A greater percentage of the deputy principals (42) 51.2 per cent indicated that strikes and demonstrations were very common. The results from the deputy principals agreed with those of students (235) 53.0 per cent who indicated it was a common discipline issue. The percentage responses between the students and deputy principals concurred that strikes and demonstrations were viewed as common. The results conflicted with Malenya (2019) who found that students are conscious individuals continually searching for who they are through actions in school life as they make choices based on their experiences, values and outlooks. The study found that violent protests were a means of self-realization among students.

#### **4.5 Influence of principals' involvement of students in decision-making on students' discipline**

The principals are perceived to have a lot of influence in the decision making process in a school. It is important to note that other stakeholders in a school who include the teachers, parents, students also have a significant impact on all the decisions made since they are bound to affect them in one way or the other. Depending on the decisions made it is important for all stakeholders to be involved. The study sought to establish the influence of principals involvement of students in decision making on student's discipline.

#### **4.5.1 Students responses on the influence of principals involvement of students in decision making on students discipline**

According to Asha & Hawi (2016) student's involvement in decision making at this level has a significant impact on the individuals life. This impact can be key in problem solving in every day life and challenges faced along the way. Omote, Thinguri and Moenga (2015 ) in their study found that collaborative partnership between the principal, teachers, parents and students among other stakeholders would increase value that ensure students develop ethical responsibility towards the school and society at large. From the above points of view it implies that student involvement in decision making can positively influence an individuals' behaviour. This study sought for students responses on their involvement in decision making by the principal. The results are as shown in table 4.10.

**Table 4.10: Students’ responses on their involvement in decision making by their principals in relation to their discipline**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The principal involves students in making decisions concerning discipline in the school	276(62.3%)	112(25.3%)	11(2.5%)	35(7.9%)	9 (2%)
Student are allowed to offer suggestions on most issues concerning them and this has enabled them to manage time well	194(43.8%)	162(36.6%)	27(6.1%)	34(7.7%)	26(5.9%)
Students decision making has made students more responsible and committed to their work which has contributed to improved discipline	196(44.2%)	149(33.6%)	39(8.8%)	33(7.4%)	26(5.9%)
Students are allowed to give suggestions on the type of rules/punishment they can be given	38(8.6%)	84 (19%)	27(6.1%)	103(23.3%)	191(43.1%)
Teachers are willing to use recommendations made by student’s and this has improved discipline	132(29.8%)	156(35.2%)	41(9.3%)	63(14.2%)	51(11.5%)

N=443

The findings from the ratings of overall school discipline and students’ involvement in decision making as indicated by students, deputy principals and principals for each of the 112 schools which were selected for the study showed that the average mean on discipline for all the schools

out of a scale of 5 was at 3.00 while that of the involvement of students in decision making as indicated by the students, deputy principals and principals was at 3.40. The highest rated schools were 10 each with a mean of above 4.0 on discipline and 13 schools with means above 4.0 on involvement in decision making. The findings in majority of the schools (102 schools) which translates to 91.1 per cent indicated higher means in involvement in decision making than those of discipline. In some cases the means were the same in discipline but differed in decision making as for schools. No.1,2,3,4,6,7,14,15,18 among others which implied the level of involvement in decision making mattered as indicated by the means of the schools by students, deputy principals and principals see Appendix E and Table 4.10 which shows the results from the students.

The study revealed that a majority of the students (388)87.6 per cent agreed, (44)9.9 per cent disagreed while (11) 2.5 per cent were undecided that the principal involves students in making decision concerning discipline in the school. The results imply that principals involved students in decision making concerning discipline which implied that students were recognized by the principal as key stakeholders in the school system. These results agreed with those of Quaglia and Corso (2014) who noted that student involvement in decision making helps them know they have a stake and that they are recognised. This helps the students to identify with the solution of the problems encountered in school because the principal is able to get feedback through informal and formal ways. Mitra and Serriere (2012) also noted that students' involvement in decision making concerning discipline helps in developing the students' participation in positive behaviour of discipline. The students are allowed to share their opinions on the school problems with the school administration. The voice initiates collaboration between the student and the adults in addressing discipline issues in the school. This helps the students to assume leadership roles and it's a great opportunity for them to shape their lives and their peers within the school.

A majority of the students (356) 80.4 per cent agreed that students were allowed to offer suggestions for most issues concerning them, this had enabled them to manage time well while (60)13.5 disagreed and (27) 6.1 per cent were undecided. This implied that students participated in giving suggestions on issues that were affecting them especially on discipline issues, hence reduced cases of indiscipline which had created more time for the students in school. Ogol and Thinguri, (2017) concur that learners were fully involved in making suggestions on policy documents on discipline. This enabled the learners to own up the decisions they made especially on the kind of punishments they have in case of an indiscipline case in school.

Majority (345) 77.9 per cent of the students agreed to have been involved in decision making and this made students more responsible and committed to their work, while (39) 8.8 per cent were undecided and (59)13.3 per cent disagreed. This involvement in decision making contributed positively to their work which had impacted to improved discipline. The results implied that students felt responsible to decisions they made hence this had reduced time wastage, indiscipline issues and improved academic performance.

The results concurred with those of Asha and Hawi (2014) who were of the opinion that students' involvement in decision making had a significant impact on the individuals' life. The student being an individual had to make a lot of decisions and had to be disciplined to impact positively on their life. This was also echoed by Stave, Tiltens, Khalil and Hussein (2017) who noted that students' involvement in decision making in an institution helps them become more responsible of their behaviour as well as their academic, resulting in good academic achievement. This means that students should be involved in decision making process within the school since it helps improve not only the discipline but also their academic achievement. The results from the principals also indicated that student's involvement is very important and creates an environment that neutralizes politics and feeling of betrayal among students.

Minority of the students (122) 27.5 per cent agreed that principals allowed students to give suggestions on the type of rules/ punishment they can be given, while majority (294) 66.4 per cent disagreed and (27) 6.1 per cent were undecided. This implied that while a minority of students could negotiate when it came to the punishments to be given to students as well as the rules that could guide them in school, a majority had no way of suggesting to the principals the type of school rules that could guide them and punishment to receive. The researcher observed that a minority of students were involved in decision making on the rules/ punishment that were to govern them. This could mean when they made a mistake they had to take responsibility for their actions since they participated in the formulation of the rules and sanctions. There were also a large number of students who had no way of giving suggestions on the type of rules / punishment they can receive when they made mistakes. This could imply that students could choose to either comply or not to comply citing non- involvement in the formulation of the rules which result to student unrest. The students if involved in decision making become partners in the decision on the type of punishment and rules that govern them. The results concur with those of Collins, Gormley, O'Connor, Murray, Purser, O'Sullivan (2016) who argued that when students acts as partners in decision making, they are involved in identifying the problem, how to solve the problem and enhanced ways of enriching those areas as well as facilitating implementation wherever possible. Rennie Centre for Education Research and Policy (2019) also noted that student voice can help in school reform through decision making processes that help new approaches to disciplining students being adopted. This is because students who participate in community-based learning are involved in solving problems within the community and they become the voice of the community. This means they gain the ability and opportunity to express new ways of solving problems within the community to the local leadership and helps the community deal with their problems according to the suggested decisions.

A majority of the students (288) 65 per cent agreed,(41) 9.3 per cent were undecided while (114) 25.7 per cent disagreed that the teachers are willing to use recommendations made by students and this has improved discipline. This implies that the teachers/ principals were adopting the recommendation made by students to improve discipline. The researcher observes that the decision making should result in the use of positive disciplinary measures. Yusuf (2015) argues that positive discipline is possible only when the students are involved in decision making process by the teacher. They are made aware of its elements and the students are committed to being responsible of their actions. This means the students must be trained to achieve the specified character. Durrant (2016) also notes that good decision making as a positive discipline characteristic helps learners to take responsibility of their actions. Mugambe & Maposa (2013) postulates that positive discipline involves training which is supposed to result to the pattern of behaviour that is acceptable in the school community. They also suggest that it is supposed to educate one to follow an appropriate standard rules and regulations in engaging in respected educational activity. Mabuza, Makondo and Bhebhe (2017) maintain that the goal of discipline is to help learners get educated on how to behave and learn from their mistakes for them to succeed in their academics. Hence teachers are not supposed to control the learners through beating or shouting instead they should strive to show the learners their mistakes and help them take responsibility. Therefore, positive discipline should help students to learn self-discipline without fear through getting involved in decision making.

#### **4.5.2 Deputy Principals' Responses on the influence of principals' involvement of student in Decision-making on students' discipline**

Shared leadership is vital even if the principal remains the dominant source of school management (Ni, Yan and Pounder, 2018). Depending on the decision area, the principal may evaluate the effect other stakeholders have on discipline. This means other stakeholders may

have a significant impact on issues to do with discipline. These stakeholders include among others teachers, subordinate staff, parents and students. This study sought from the deputy principal responses on the influence of the principal's involvement of students in decision making on students' discipline. Table 4.11 contains the results.

**Table 4.11: Deputy Principals' responses on principals' involvement of students' in decision making on their discipline**

<b>Statement</b>	<b>Strong agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>
Students are allowed to make decisions concerning their discipline concerns	10 (12.2%)	45(54.9%)	6(7.3%)	21(25.6%)
Students are allowed to offer suggestions on most issues concerning them and this had enabled them to manage time well.	26(31.7%)	44(53.7%)	8(9.8%)	4(4.9%)
Students are involved in decision making on enhancing discipline in school	26(31.7%)	44(53.7%)	6(7.3%)	6(7.3%)
Involvement of students on decision making on school rules and regulations has enhanced compliance and students discipline	20(24.4%)	46(56.1%)	4(4.9%)	12(14.6%)
Students decision making is a strong strategy for improving discipline hence creating time for school work	20(24.4%)	42(51.2%)	10(12.2%)	10(12.2%)
The principal holds consultative meetings with students	24(29.3%)	41(50.0%)	8(9.8%)	9(11.0%)
Involvement of students in decision making has enhanced openness in discussing their problems with the school authorities	22(26.8%)	41(50.0%)	14(17.1%)	5(6.1%)

N=82

A majority of the deputy principal (55) 67.1 per cent agreed, (21) 25.6 per cent disagreed that students were allowed to make decision concerning their discipline concerns, while (6) 7.3 per cent were undecided .This implies that students participated in decision making on decision issues. Wambua, Okoth and Kalai (2017) noted that students' participation in making decision is a way of empowering students to participate in the organizational decision-making process.

Kindiki (2012) noted that students' participation in decision making is symbolic and guides the meaning of the school ideals. The results also correspondents with those of Ni, Yan and Pounder (2018) who found that schools where the principal involved the stakeholders including students then the decision had a greater impact on the institution. The process also helps the stakeholders to take responsibilities and increases the morale, responsiveness to the demands of the environment. This was because there was a collective influence for all in the institution and the beliefs and values of the stakeholders. This means the institution recognizes the structure and power distribution within hierarchical model through the communication on decision making process. The students therefore have a responsibility on the decisions they were part of making to maintain them.

Majority of the deputy principals (70) 85.4 per cent agreed, (6) 7.3 per cent that student involvement in decision making enhanced discipline in schools while (6) 7.3 per cent were undecided. This implied that when students are involved in decision making process then the school discipline is improved. The results are in agreement with Ni, Yan and Pounder (2018) who noted that depending on the principal, when students are involved in making decisions this had a positive impact on the school and this could benefit the school in long term on its effectiveness. Rakulan and Malathy (2017) echoed students discipline actually helps the students to become responsible, confident, and competent and caring persons, always disciplined towards life hence they result is a successful individual in different areas in life. This had not always been the case, Rudd Colligan and Naik (2007) noted that over the years' students had rarely been consulted despite the many reforms in the education sector. This was necessitated with the number of students' unrest.

Majority (66) 80.5 per cent of the deputy principals agreed, (12)14.6 per cent disagreed that students' involvement in decision making on school rules and regulations had enhanced compliance and students' discipline while (4)4.9 per cent were undecided. The results implied

that when the school principal had involved the students in making rules and regulations of the school, the students were likely to own the rules hence taking responsibility of their actions. The results concurred with Kagendo (2018) who found that students who participated in decision making influenced their discipline. The students were found to be punctual for class, enhanced acceptance and compliance with school rules. Decision making is an important aspect that should be adopted by the school since it would improve the relationship between the students, school management as well as teachers. Kagendo (2018) noted that student relationship with the school community would improve on the school philosophy which may lead to improvement in school engagement and high rate of school discipline. Girma (2016) argues that it is important for the students to learn basic skills such as listening to help in making decisions that would help them solve problems regarding breaking rules and regulations within the school. This would help them know when to be keen and when to ask questions regarding issues that are affecting them instead of going against the rules and regulations.

Majority (62) 75.6 per cent of the deputy principal agreed, (10) 12.2 per cent of them disagreed that student decision making is a strong strategy for improving discipline hence creating more time for school work while (10)12.2 per cent were undecided. This implies that the deputy principal appreciated when students were disciplined since this would mean more time to delivery lessons that they are expected to other than creating time to solve issues of indiscipline within the school. The results agreed with those of Mulwa (2014) who noted that discipline problems are responsible for loss of instructional time as well as student learning time while trying to service punishments hence compromising on the academic performance. The results also concur with those of Kagendo (2018, Malenya, 2014; Mulwa, et. al., 2015) who pointed out that students' indiscipline was a great challenge to the education sector since the students and the school administration lost a lot of time trying to resolve issues that arise.

Majority (65) 79.3 per cent of the deputy principals agreed, (9) 11 per cent of them disagreed that the principal holds consultative meetings with the students while (8) 9.8 per cent were undecided. This implies for decision making process to take place there is need for consultative meetings. The consultative meetings are supposed to inform the students and the principals of the issues affecting the students as well as those the principal would wish changed. The results are in agreement with those of Katolo, Mungai and Malela (2016) who noted that consultation meeting held by the principal had a significant relationship with students' disciplinary cases in the school records. Mulwa (2014) found that students shy away from sharing their concerns since for decision to be made the principal have to consult with other stakeholders. Fleming (2015) noted that students' voice is seen as a consultative role in schools which can bring reforms through meetings with the school administrator on issues of discipline.

Majority (63) 76.8 per cent of the deputy principals agreed, (5) 6.1 per cent of them disagreed, while (14) 17.1 per cent were undecided on the students' involvement in decision making enhancing openness in discussing their problems with the school authorities. This implies that the deputy principal as part of the school management had open discussion with the students' discussing issues that were affecting them. The researcher observes that deputy principal in most times is mandated to dealing with discipline issues in the school. The results are in agreement with those of Kagendo (2018) who found out that, students who participate in decision making in all the preceding management areas in school will most likely have a school environment that is categorised with good students' discipline. Girma (2016) also found that when students have open sessions with the school administrators, they are able to discuss on problems affecting them and they would receive feedback from the administrators. The results also agreed with those of Keddie (2015) who noted that students' voice can result in considerable benefits for schools, teachers and students. This means students are engaged adequately for them to feel the inclusion, authentic and power to highly issues affecting them.

This increases student learning engagement, confidence and improves their skills of cooperation and negotiation while the principal gains insights and awareness of students' perspective on discipline issues.

#### **4.5.3 Principals' responses on the influence of their involvement of students in Decision-making on students' discipline**

The principal can decide to involve students as a management strategy on discipline. Mulwa, Akala and Kalai (2019) argued that collaborative decision making is an alternative form of disciplinary method in management of student discipline other than corporal punishment. This implies that the students become part of the decision making process on discipline measures. This study therefore sought from the principal through interviews how involvement of students in decision making influenced students' discipline. The results are as shown in Table 4.12.

**Table 4.12: Principals responses on the influence of principals' involvement of student in Decision-making on students discipline**

Statement	Often		Rarely	
	Frequency	Per cent	Frequency	Per cent
Decisions are made when students are welcomed to open discussion on their grievances with the school authorities.	102	91.1	10	8.9
Different methods of enhancing discipline are discussed and decision made in the meeting	100	89.3	12	10.7
The management hold consultative meetings with students twice a term, once, thrice a term	99	88.4	13	11.6
Students are part of the team that discussed the rules and regulations to encourage students taking responsibility of the discipline issues.	97	86.6	15	13.4
Meeting with students on student discipline issues are held and decisions made	90	80.4	22	19.6

N=112

Majority of the principals (102) 91.1 per cent said they often held meetings with the students and decisions were made where students were welcomed to open discussions on their grievances with the school authorities and (10) 8.9 per cent rarely held meetings with the students. This implies that the principals acknowledged the times they had meetings with the students in their schools. The meetings were characterized by open discussions where students gave their grievances with the school authorities. The researcher observed that when the principal took time to listen to the students' complaints, they were able to make efforts to know how to resolve the issues raised by the students. The results agreed with Murage (2014) who noted that the school principals' willingness to listen to the views of the students help in solving problems that affect students in the school. This was noted even though some students felt that the management had a negative view on the principal giving a hearing to the students' leaders.

It was also noted that when student leaders share the students' grievances it helps the school administration to stay well-informed with the issues affecting the students. The study found that when the students voice was given a priority in the school the principal averted violent protest among students. The findings also agreed with those of Merseth (2015) who noted that there was need to listen to the students as they suggest answers to their problems and decisions can be made that would help them own up their mistakes when possible. From the interviews it was also noted that they agreed to have involved students as stakeholders in decision making towards discipline in their respective schools. The researcher therefore sought to determine the influence of principals' involvement of students in decision making on their discipline. Some principals had this to say on their interview

Students in my school have not been involved in decision making on issues of discipline. This has not been easy hence there have been a number of walk out from class. The school ends up punishing the students and there are some who have been on suspension for the last two weeks. The strategy of involving students in decision making would help this school to not only end the walk out but also reduce other forms of the truancy among the students. I feel that this is a good strategy that as a school it shall start being in place soon.

(Principal 1)

Another principal noted:

For the last 2 years the school has had meetings with the students and they have been involved in decision making. The students have talked out their grievances and they have been addressed. The school has also asked students to suggest how the school could change some of the areas that the student had given in their grievances. The information shared by the students through the teachers, students' leaders and even by writing suggestions and leaving them in the suggestion boxes had also been useful in making changes in handling indiscipline issues that arise in school. Until the start of this strategy, teaching was impossible since there were too many truancy cases and other forms of indiscipline that were taking place (Principal 2)

Majority of the principals (100) 89.3 per cent often held meetings with students where different methods of enhancing discipline were discussed and decisions made. This implied that there

were different methods of enhancing discipline of the students. However there were (12) 10.7 per cent of the principals who said they rarely held meetings with students to discuss different methods of enhancing students' discipline. The researcher observed that class meetings, assembly and open discussions were some of the meetings used by the principal to help in making decision within the school. The results from Wambua, Okoth & Kalai (2017) noted that student Barazas, class meetings and assemblies were forms of decision making meetings that the principal could use commonly to help make decisions with the students. The researcher observed that during the students' Barazas students are able to talk about issues affecting them in the school; solutions are given and in sometimes adopted by the students. This is because the students are part of decision making during the Baraza meeting. The results also agreed with those of Graffin (1994) as quoted by Murage (2014) who noted that the Starehe Boys were able to question anything they thought was not going right during weekly Barazas. This implied that the students Barazas were able to help students to voice out issues that were affecting them. The results from Murage (2014) shows that the system has remained effective and the students have enjoyed high levels of discipline hence enhanced management of discipline in the school by making informed decisions.

Majority (99) 88.4 per cent of the principals often held consultative meetings with students once, twice or thrice a term while (13) 11.6 per cent rarely held consultative meetings with the students. This implied that a majority of the principals held consultative meetings with the students in their schools. The researcher observed that the consultative meetings held by the students and the school management had an effect on different issues that were affecting the student's performance and discipline. The results agreed with Murage (2014) who noted that when the administration does not hold consultation meeting with the students and enact policies that affect students' welfare, this may cause students unrest.

The researcher observed that there is need for consultation meetings with the students to avert problems when implementing policies in school. These meetings will reduce loss of school property as well as issues that negatively affect students in the school. The results also agreed with Gemechu (2014) who noted that the administrator should be knowledgeable enough when implementing the decisions made with various stakeholders. These consultative meetings should allow the students to make rational decisions and problem solving. During the consultative meetings the group can make decisions as a collective judgement and helps in putting in place strategies and policies that would help students improve on their discipline. The sentiments were also echoed by the principals who argued that involving students in establishing school norms and determining sanctions for indiscipline were very important in moulding students' discipline. The students become part of the solution to their own problem. The results agreed with those of Najoli, Runhare and Ouda (2019) who agreed with the principals who noted that they had a duty towards building students character and develop their conscience towards respect for adult authority.

A majority (97) 86.6 per cent of the principals indicated that they often held meetings with students as part of the team that discussed rules and regulations which encouraged students to take responsibility of the discipline issues discussed, however (15) 13.4 per cent of them (principals) rarely held meetings with students as part of the team that discussed rules and regulations. The results implied that students would take responsibility of their actions when they participated in decision making. Murage (2014), Wambua, Okoth & Kalai (2017) noted that students are able to learn to handle conflicts and responsibility through cooperating with others and listening to other people opinions and ideas. The students would improve on their attributes for being exposed to such meetings where they learn to take responsibility of their actions. Wambua, Okoth & Kalai (2017) also noted that when students learn to become responsible, this made a difference in the quality of school life as well as their own personal

development. Murage (2014) argued that the school management also become responsible and accountable hence creating a sense of ownership of the school and activities among the student population.

Majority (90) 80.4 per cent of the principals often held meetings with students on students' discipline issues where decisions were made while (22) 19.6 per cent rarely held meetings. This implied that the principals held meetings with the students regarding students' discipline. The results agreed with those of Katolo, Nthakyo & Mungai (2016) who found that the principal had set aside specific days for meeting with the students to discuss matters pertaining students discipline and other issues that were affecting them in the school. These meetings helped in making informed decisions. The researcher observed that these meetings should not just be able to discuss the issues affecting the school but should also about discussions, agreements and commending students and other stakeholders on areas they had excelled. Gemechu (2014) was also of the opinion that the meetings between the principal and the students should be able to discuss policies with students, teachers and subordinate staff on issues of staff management especially developing disciplinary policies of the school.

To test the relationship between the variables the study sought a comparison of the principals who involved students in decision making and those who did not. Independent T-Test was employed. Independent t-test compares means between two variables with same continuous dependent variable. The results are as shown in Table 4.13

**Table 4.13: Group Statistics**

Is students' involvement in decision making adequate		N	Mean	Std. Deviation	Std. Error Mean
Involvement	Yes	326	3.40	.823	.046
Decision Making	No	117	3.19	.556	.051

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Involvement	Equal variances assumed	48.498	.001	2.566	441	.011	.211	.082	.049	.372
Decision Making	Equal variances not assumed			3.067	303.242	.002	.211	.069	.076	.346

From the group statistics Table 4.13, the principals who involved students in decision making had a mean on 3.40 and those who did not involve students in decision making had a lower mean at 3.19 of the average mean of 3.3. The results from independent sample test tables are in two rows; Equal variances and Equal variance not assumed. If Levene’s tests indicate that the variance is equal across the two groups, the research hypothesis is rejected and the null hypothesis is accepted the vise visa happens. In this study the p-value =0.001 which is low, hence there is no significance difference between the principals who involved students in decision making and those who did not. The researcher sought to establish whether from regression the same results applied.

Multi Linear regression was used to test the relationship between the independent and dependent variable. This is because the method is able to give a prediction and explain the variation of a single dependent variable from a number of independent variables.

The general multiple linear regression model formula was used:

$$Y = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \beta_3\chi_3 + \dots + \beta_k\chi_k + \varepsilon$$

Where

Y is the dependent variable

$\chi_1, \chi_2, \dots, \chi_k$  are the independent variables

$E(y) = \beta_0 + \beta_1\chi_1 + \beta_2\chi_2 + \dots + \beta_k\chi_k$  is the deterministic portion of the model

$\beta_1$  the constant coefficients determines the contribution of the independent variable  $\chi_1$

$\varepsilon_1$  is the random error with mean 0 and variance of 1 (Mc Clave 2002: 578).

**Table 4.14: Regression model on the influence of students' involvement in decision making on student's discipline**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.369 <sup>a</sup>	.136	.126	.413

From the model Summary Table 4.14, the R value represent the simple correlation at R=0.369 which means there is a high correlation. The R<sup>2</sup> Value (0.136) is the total variation in the dependent variable, student's involvement in decision making in maintaining discipline can be explained by the independent variables on student's participation in decision making within the school. This means 36.9 per cent can be explained.

The ANOVA table fits in the regression equation to the data.

**ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
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1	Regression	11.738	5	2.348	13.796	.001 <sup>b</sup>
	Residual	74.361	437	.170		
	Total	86.099	442			

Table 4.14 shows that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that has run with the p-value= 0.001 < 0.005 which indicates that there is no linear relationship between the two variables, hence there is a linear relationship between the variables. This implies that there are other factors that influence students discipline other than being involved in decision making. From the coefficient table the results are as shown below.

### Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.355	.096		3.694	.000
The principal makes decisions concerning discipline in the school	-.285	.067	-.496	-4.273	.001
Students are allowed to offer suggestions on most issues concerning them and this has enabled them to manage time well	.036	.025	.101	1.412	.159
Students' decision making has made students more responsible and committed to their work which has contributed to improved academic performance	.200	.026	.492	7.691	.001
Students are allowed to give suggestions on the type of rules/ punishments they can be given	.089	.019	.296	4.729	.001
Teachers are willing to use recommendations made by student's and this has improved discipline	.052	.024	.161	2.161	.031

a. Dependent Variable: Is students' involvement in decision making in the school adequate?

The overall five predictors variables considered in the analysis, the principal makes decisions concerning discipline in the school, students are allowed to give suggestions on the type of rules/ punishments they can, teachers are willing to use recommendations made by student's and this has improved discipline p-value  $0.01 < 0.05$  shows there is a significant influence in students getting involved in decision making on maintenance in discipline. For discipline, there was a 0.159 increase when students are allowed to offer suggestions on most issues concerning them and this has enabled them to manage time. There was also an increase in discipline when p-value  $0.031 > 0.005$  increase when the teachers are willing to use recommendations made by students' and this had improved discipline. Hence, the need to note that data variance and linearity met the assumptions.

Correlation of variables was also carried out on the different variables to establish whether there was a significant relationship between the variables. Table 4.17 contains the correlated data.

**Table 4.15: Correlation Coefficient on the influence of students' involvement in decision making on students' discipline**

		Is students' involvement in decision making adequate
Students are allowed to offer suggestions on most issues concerning them and this has enabled them to manage time well	Pearson Correlation	.105
	Sig. (2-tailed)	.027
	N	443
Students' decision making has made students more responsible and committed to their work which has contributed to improved academic performance	Pearson Correlation	.293
	Sig. (2-tailed)	.001
	N	443
Students are allowed to give suggestions on the type of rules/ punishments they can be given	Pearson Correlation	.070
	Sig. (2-tailed)	.140
	N	443
Teachers are willing to use recommendations made by student's and this has improved discipline	Pearson Correlation	.130
	Sig. (2-tailed)	.006
	N	443
Principals involves students in making decisions concerning discipline	Pearson Correlation	.121
	Sig. (2-tailed)	.011
	N	443

The data analysis established that there was strong Pearson correlations coefficient between principals involving students in making decisions concerning discipline. The students were allowed to offer suggestions on most issues concerning them and this had enabled them to manage time well with a correlation  $r=.105$  and a p-value  $=0.027 > 0.001$  level of significance this implied there was no significant difference between principals' involvement of students in decision making. For students, decision making had made students more responsible and committed to their work which had contributed to improved academic performance with a negative correlation at  $r=.293$  and a p-value  $= .001=0.01$  level of significance. This implied that there was a significant difference between principals who involved students in decision making on being responsible and committed to their academic work for improved academic

performance. The student allowed to give suggestion on the type of rules /punishment they can be given had a positive correlation  $r=.070$  p-value  $0.140 > 0.05$  level of significance. This implied that there was no significant difference between principals who involved students in decision making on giving suggestions on the type of rules /punishment they can be given. The results agreed with Neeleman (2018) who noted that decision making had been more piecemeal and decentralized in majority of the learning institutions.

#### **4.6 Influence of principals' sensitization of students about the school culture on students' discipline**

The culture is said to be ways things are done in an institution which may include even the school. Bennett (2017) noted that culture is created which can focus on both social (discipline) and academic performance. This study sought to establish from the students, deputy principals and principals the influence of principals' establishment of an understanding of the school culture on student's discipline.

##### **4.6.1 Students responses on influence of principals' sensitization of students about the school culture on students discipline**

School culture defines the way things are done in a school. Bennet (2017) noted that the key task for a principal is to create a culture. The students were asked to indicate whether principals' sensitization of students on school culture had an influence on their discipline. The results are as shown in Table 4.18

**Table 4.16: Students responses on influence of Principals’ sensitization of students about the school culture on students’ discipline**

Statement	Agree	Undecided	Disagree	Strongly Disagree
The principal interacts with the students on giving and receiving feedback on discipline issues	312(70.4%)	11(2.5%)	116 (26.2%)	3(0.7%)
The principal allows students to share their different experiences during principal-students meetings	259(58.5%)	46(10.4%)	138(31.2%)	0
The principal uses students experience to communicate discipline issues	211(47.6%)	9(2.0%)	223(50.3%)	0
The principal allows students to participate in creating school norms that conditions them to behave in a certain way	130(29.3%)	117(26.4%)	188(42.4%)	8(1.8%)
The principal has shared school values to help students maintain discipline	111(25.1%)	11(2.5%)	302(68.2%)	19(4.3%)

N=443

Majority of the students (317) 70.4 per cent of the students agreed and (119) 26.9 per cent disagreed that the principal interacts with the students on giving and receiving feedback on discipline issues while (11)2.5 per cent were undecided. This implied that the principal had created a culture where they could share information with students and receive feedback on discipline issues that were affecting the school. The researcher observed that giving of information and receiving feedback in a school is important culture since it helps the students know they are respected and appreciated by the school administration. The results agreed with those of Bennett (2017) who noted that the principal can influence the culture of the school. The results also agreed with DiPaola (2012) who noted that culture is shared through

orientations that hold school together and give it a distinctive identity through unwritten and informal expectations which affects the behaviour.

About (259) 58.5 per cent of the students agreed, while (138) 31.2 per cent of them disagreed and (46) 10.4 per cent were undecided on the principal allowing students to share their different experiences during principal-student's meetings. This implied that a majority of the students felt included since the principal was able to allow them to share their experiences during the meetings. The results agreed with Jaquith and Stosich (2019) who noted that students, parents and teachers are able to give supportive culture of giving and receiving feedback that can reduce cases of indiscipline and spurs learning. Australian Council for Educational Research (2018) noted that the principal leads and promotes a caring and cohesive school culture conducive to the pursuit of the school's mission.

Slightly above half (223) 50.3 per cent of the students disagreed, (211) 47.6 per cent of the students agreed that the principal uses students experience to communicate discipline issues, while (9) 2.0 per cent were undecided. This implied that the slightly above half of the students disagreed that the principals used student's experiences to communicate discipline issues. The researcher observed that a number of students (223 out of 443) disagreed on principals using student's experiences when sharing about discipline issues. The results disagreed with Darling-Hammond et. al., (2020) that the principal needed to be careful to discussions around discipline measures which help the student to take each step in the learning journey with appropriate assistance.

Most of the students (196) 44.2 per cent disagreed while (117) 26.4 per cent of them were undecided and (130) 29.3 per cent of them agreed that the principal allowed students to participate in creating school norms that conditioned them to behave in a certain way. This implied that majority of the students (313) 70.6 per cent disagreed and were not sure of the

principal allowing students to participate in creating school norms which could condition them to behave in a certain way. The researcher observed that it was the culture of the school and not involvement of students in coming up with school norms that conditioned them to behave in a certain way. The results agreed with Darling-Hammond, et.al, (2020) who noted that the students learn to manage their behaviour since they understood them better.

Majority of the students (321) 72.5 per cent disagreed and (111) 25.1 per cent of them agreed that the principal had shared school values to help students maintain discipline while (11) 2.5 per cent were undecided. This implied that some principals had given students school values to help them maintain discipline. The results agreed with Shailaj (2017) on the principal sharing the moral values as guiding principles of life.

**Table 4.17: School means for discipline and for principals sensitization of school culture**

Some schools with same means in discipline and different means for principals sensitization of school culture			Schools with higher means for discipline and with lower means for principals sensitization of school culture		
School No.	Discipline (means)	Principals sensitization of school culture	School No.	Discipline (mean)	Principals sensitization of school culture
1	4.5	4.18	1	4.5	4.18
2	4.5	4.09	2	4.5	4.09
3	4.5	4.02	3	4.5	4.02
4	4.5	4.03	4	4.5	4.03
6	4.13	4.03	5	4.38	4.06
7	4.13	4.13	6	4.23	4.03
9	3.88	3.95	13	4.13	3.95
10	3.88	3.97	14	4.0	3.95
18	3.25	3.77	15	3.88	3.85
19	3.25	3.80	37	3.25	2.93
44	3	3.68	85	3.38	3.37
45	3	3.85			
46	3	3.67			
55	2.75	3.27			
56	2.75	3.23			
78	2.75	3.62			

The findings are for all the 112 sampled schools. The results are as shown in Table 4.19 as well as in Appendix G.

Out of a scale of 5 the average mean on discipline for all the schools was at 2.95 while that of principal sensitization of school culture as indicated by the students, deputy principals and principals was at a mean of 3.53. The schools that were highly rated on discipline were 10 each with a mean above 4.00 and 10 schools with means above 4.00 on principals' sensitization of school culture. The study findings indicate that majority of the school (106) which translated to

94.6 per cent recorded means above 3.0 for principals sensitization of school culture than those of discipline while on the other hand 72 schools which translated to 64.3 per cent recorded means below 3.0 out of a scale of 5 on discipline, while schools Nos. 7 and 16 had same means in discipline and principals sensitization of school culture and that discipline means for schools Nos. 1,2,3,4,5,6,1,3,14,15,37 and 85 were higher than on principals sensitization of school culture. The researcher observed that whereas some schools had same means in discipline the means on principals sensitization of school culture were different .This was observed in schools Nos. 1,2,3,4,6,7,9,10,18,19,44,45,46,55,56,78 among others. This could imply that principals' sensitization of school culture did not have a significant influence on students' discipline. The researcher also observed that in schools Nos.1,2,3,4,5,6,13,14,15,37 and 85 the means for discipline were higher than those for principals sensitization of school culture. This implied that there could have been other factors that influenced discipline in these schools such schools were as shown in *Appendix G*

#### **4.6.2 Deputy Principals' responses on the influence of principals' establishment of an understanding of the school culture on students' discipline**

The study sought from the deputy principals' responses on the influence of principals' establishment of an understanding of the school culture on students' discipline. Table 4.20 shows the results.

**Table 4.18: Deputy Principals’ responses on the influence of principals’ establishment of an understanding of the school culture on students’ discipline**

<b>Statement</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The principals’ uses students experience to communicate discipline issues	45(54.9%)	0	28(34.1%)	9(11%)
The principal allows students to participate in creating school norms that conditions them to behave in a certain way	44(53.7%)	2(2.4%)	25(30.5%)	11(13.4%)
The principal allows students to share their different experiences during principal-students meetings	42(51.2%)	1(1.2%)	12(14.6%)	27(32.9%)
The principal interacts with the students in giving and receiving feedback on discipline issues	40(48.8%)	1(1.2%)	12(14.6%)	29(35.4%)
The principal has shared school core values to help students maintain discipline	38(46.3%)	4(4.9%)	9(11%)	31(37.8%)

N = 82

A majority of the deputy principals (45) 54.9 per cent agreed, while (37) 45.1 per cent of them disagreed that the principal’s used students experience to communicate discipline issues. This implied that the principal used students experience to communicate discipline issue to other students to help improve students’ discipline in school. The researcher observed that the principal disciplined the students to help other students learn from the example of student with discipline as means of communicating to other students on school culture.

About (44) 53.7 per cent of the deputy principals agreed and (36) 43.9 per cent disagreed that the principal allowed students to participate in creating school norms that conditioned them to

behave in a certain way while (2) 2.4 per cent were undecided. This implied that students were consulted in creating school norms that conditioned them to behaviour in certain ways. The researcher observed that majority of the deputy principals had experienced principals consulting with the students in creating school norms that could condition them to behaviour in a certain way. The involvement was done during the decision-making process.

Half of the deputy principals (42) 51.2 per cent agreed and (39) 47.6 per cent of them disagreed that the principal allowed students to share their different experiences during principal/ student meetings while (1) 1.2 per cent were undecided. This implied that the principal allowed students to share their different experiences which could result to lessons for other students or information that could help the school maintaining a good culture.

A minority of the deputy principals (40) 48.8 per cent agreed while (41) 50 per cent disagreed that the principal interacted with students on giving and receiving feedback on discipline issues while (1) 1.2 were undecided. This implied that the principal did interact with the students on giving and receiving feedback on discipline issues. Although, there was quite a number that disagreed that principals interacted with students on giving and receiving feedback on discipline issues. The researcher observed that most cases on discipline issues were dealt with by the deputy principals who were also in charge of students' discipline in schools. This allows them to have more access to students than the principal.

Minority (38) 46.3 per cent of the deputy principals agreed and (40) 48.8 per cent disagreed that the principal had shared school core values to help students maintain discipline while (4) 4.9 per cent were undecided. This implied that the principal during meetings with the students he/she shared the school core values that could help the students maintain discipline as the

culture of the school. The researcher observed that core values of the school that could guide them when making decision to behave or adopt certain behaviour.

#### **4.6.3 Principals’ responses on the influence of principals’ establishment of an understanding of the school culture on students’ discipline**

The study sought from the principals’ responses on the influence of their establishment of an understanding of the school culture on students’ discipline. Table 4.19 shows the results.

**Table 4.19: Principals’ responses on the influence of their sensitization of school culture on students’ discipline**

<b>Statement</b>	<b>Often</b>		<b>Rarely</b>	
	<b>Frequency</b>	<b>Per cent</b>	<b>Frequency</b>	<b>Per cent</b>
Share core value of the school with students	81	72.3	31	27.7
As a principal provide clear directions	80	71.4	32	28.6
The students feel a sense of belonging	67	59.8	45	40.2
The value, motto, vision and mission appear on the exercise books	67	59.8	45	40.2
Interactions with students are very informative hence creating a culture of sharing information	65	58.0	47	42

N =112

A majority of the principals (81)72.3 per cent indicated they often shared core values of the school with the students while (31) 27.7 per cent of them rarely shared. This implied that the principals were sharing the school values and this had helped the students remember the school culture on students’ discipline. The researcher observed that the core values were important as they were the traditions of the school on areas of the school discipline. This is because the school core values and beliefs drive the behaviour of the students, teachers and others within the school. These values can be negative or positive values but for good discipline they were positive values.

Majority (80) 71.4 per cent of the principals often gave clear directions to the students while (32) 28.6 per cent of them rarely provided clear directions to the students on issues regarding discipline. This implies that a majority of the principals provided clear directions as required on school discipline. The researcher observed that when a principal gave clear directions to the students they are able to have a common identify and a sense of security.

It also clear that a good number of the principals (67) 59.8 per cent often made the students feel a sense of belonging and the value, motto, vision and mission were printed clearly on the cover of the school exercises as a constant reminder to the students of the school culture that guides them to maintain discipline. 45(40.2) per cent of the principals rarely made use of values, motto, vision and mission. This implied that the students feeling a sense of belonging helped them own up the school hence could not want to misbehave while in school. The researcher observed that the principal helping the student own up the school and sharing the value, motto, vision and mission had helped the school deal with few cases of indiscipline among student. Creating a sense of belonging, one principal articulated the desire for the students to develop a relationship with caring adults or teachers. The principal hoped that this could encourage the students to improve on discipline issues since they were able to share with the adults what they thought and felt about the issues arising in school. Another factor was the interactions which were very informative hence creating a culture where students could share their views and this was often practiced by (65)58 per cent of the principals and (47)42 per cent rarely practiced sharing their views. This implied that (65) 58 per cent of the schools had a culture of students interacting with the school administration. The researcher observed that when students were able to interact with the school administration freely this created a sense of security, respect and appreciation. The study sought to compare how principals who sensitise or do not sensitise students on valued

aspect of school culture and with reported frequency magnitude of students' discipline. The results were presented using the Independent T-Test as shown in Table 4.20.

**Table 4.20: Principal promotion of the school culture**

<b>Group Statistics</b>									
The principal promotes the school culture		N	Mean	Std. Deviation	Std. Error Mean				
Yes		287	2.93	.957	.056				
No		156	2.70	.526	.042				

<b>Independent Samples Test</b>										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed		44.796	.001	2.844	441	.005	.235	.083	.073	.398
Equal variances not assumed				3.338	440.937	.001	.235	.070	.097	.374

From group statistics the means were given on principals who sensitised students on school culture at 2.93 while those who did not sensitize the students the mean was lower at 2.70 of the average mean of 2.82. From the independent sample test, the Leven test showed the significance level to  $0.027 > 0.05$  level of significance, the principal's sensitization of students on the school culture had an impact on student's discipline. The study sought to compare using correlation data the relationship between the variables. Correlation is a measure of a monotonic association between two variables. The change in the magnitude of one variable is associated with a change in the magnitude of the other variable either positively or negatively. The scale ranges from -1 to +1 where 0 indicates there is no linear association and the relationship gets strong and ultimately approaches a straight line (Schober, Boer, Schwarte, 2018). This study

employed the Pearson Product Moment Correlation to establish the relationship between the independent and dependent variables. The results are as shown in Table 4.21

**Table 4.21: Correlational results on the influence of principal establishing an understanding of the school culture on students' discipline**

		The principal sensitizes students on school culture
Principal interacts with the students on giving and receiving feedback on discipline issues	Pearson Correlation	-.164
	Sig. (2-tailed)	.001
	N	443
The principal allows students to share their different experiences during principal students' meetings	Pearson Correlation	-.108
	Sig. (2-tailed)	.023
	N	443
The principal uses students' experiences to communicate discipline issues	Pearson Correlation	-.091
	Sig. (2-tailed)	.055
	N	443
The principal allows students participate in creating school norms that conditions them to behave in a certain way	Pearson Correlation	-.160
	Sig. (2-tailed)	.001
	N	443
The principal have shared the school values to help students maintain discipline	Pearson Correlation	-.128
	Sig. (2-tailed)	.007
	N	443

The correlation results showed there were both positive and negative correlations between the dependent and independent variables. There was a negative correlation on the principal's interaction with the students on giving information and receiving feedback on discipline since the principal allowed students to share their challenges in an open-door policy at  $r = -.164$   $p = 0.01$  level of significance. This implied that the principal giving information and receiving feedback on discipline from the students through open door policies helped students feel in control hence had a negative effect on the discipline. There was negative correlation between the principal allowing students to share their differences during principals students meetings and the principal used students experiences to communicate discipline issues at  $r = -.091$   $p = 0.01$  level of significance while the principal allowed students to participate in creating school norms that conditioned them to behave in certain ways  $r = -.128$  and the principal had shared school values

to help students maintain discipline at  $r = -.128$   $p\text{-value } 0.007 > 0.001$ . This showed that there was a negative effect on students' discipline when principals tried to help the students understand the school culture.

#### **4.7 Influence of Principals' Information Sharing with Student on students' discipline**

The principal should be the initiator and undertaker of information sharing with the students on discipline. This is to help create a safe, collegial and caring environment in the school where learning can take place. This is because the principal is a significant person in the formulation and implementation of policies, procedures and strategies of managing students' behaviours (Nooruddin, & Baig, 2014). Owing to the above views the study sought to establish from the students, deputy principals and principals' information sharing with students on students' discipline. The findings indicate means for each of the 112 schools sampled for the study. The average mean on discipline was at 2.95 and the average mean on information sharing was at 3.43. The highest rated schools on discipline were 10 each with a mean of above 4.0 and 13 schools with means of above 4.0 on influence of principals information sharing. The study revealed that 101 schools which translated to 90.2 per cent had higher means on information sharing by the principal and low means on school discipline this could imply that principals information sharing had no significant impact on student discipline and that there could have been other factors that influenced discipline.

Some schools had same means on discipline but different means on information sharing for example schools number 1, 2, 3, 4, 6, 7, 9, 10, 13 among others. This is shown on table 4.22

**Table 4.22: School means for discipline and on information sharing**

Some schools with low discipline means and high means in information sharing			Some schools with same means on discipline and different means on information sharing		
School	Discipline (mean)	Information sharing (mean)	School	Discipline (mean)	Information sharing (mean)
1	4.5	4.7	1.	4.5	4.7
2	4.5	4.68	2.	4.5	4.68
3	4.5	4.58	3.	4.5	4.58
6	4.13	4.48	4.	4.5	4.5
7	4.13	4.43	6.	4.13	4.45
8	4.0	4.27	7.	4.13	4.43
9	3.88	4.28	9.	3.88	4.28
10	3.88	4.30	10.	3.88	4.30
11	3.75	4.32	13.	4.13	3.68
12	3.13	4.30	15.	3.88	3.58
18	3.25	3.60	16.	3.88	3.67
19	3.13	3.60			
20	2.88	3.27			
21	3.0	3.53			
22	2.88	3.30			
23	2.75	3.25			

This implied that although the level of information sharing mattered on impact of students discipline there could have been other factors that influenced students' discipline. The results also showed that in school number 4 the ratings for both discipline and information sharing were the same at 4.5.

#### 4.7.1 Students responses on influence of principals' information sharing with students on students' discipline

The study sought from the students' responses on the influence of principals' information sharing with students on students' discipline. Table 4.23 shows the results.

**Table 4.23: Students' responses on principals' information sharing with students on students' discipline**

Statement	Strong agree	Agree	Undecided	Disagree
Information sharing helps control student behaviour hence improved discipline.	225(50.8%)	167(37.7%)	28(6.3%)	23(5.2%)
Students are well informed about their school	257(58%)	140(31.6%)	8(1.8%)	38(8.6%)
Information sharing motivates students to self-discipline	226(51%)	169(38.1%)	26(5.9%)	22(5%)
School administration and student leaders hold meetings	214(48.3%)	161(36.3%)	24(5.4%)	44(9.9%)
Information sharing enhances student discipline.	188(42.4%)	214(48.3%)	23(5.2%)	18(4.1%)
Information sharing helps the student to give their views about their school.	193(43.6 %)	184(41.5%)	22(5%)	44(9.9%)

N=443

Majority of the students (392) 88.5 per cent agreed that information sharing helped control students' behaviour hence improved discipline (23) 5.2 per cent of the students disagreed while (28) 6.3 per cent were undecided. This implied that when information was shared among the principals and the students then discipline was improved. The researcher observed that

information sharing as a form of controlling students' behaviour could mean that the students were sharing information that made them vulnerable to act indifferently. The results agreed with those of Darling-Hammond and Cook-Harvey (2018) who noted that health relationship was developed when the students were appreciated and a relationship is built in the sense of self-efficacy and control by the principal reinforcing the students' behaviour. This could mean that the students instead of feeling controlled they could become supportive and create a strong relationship between them and the principal. Murage (2014) also noted that the presence of student's council is a measure that helps reduce conflict between the school administration and the students. This was because the student leaders would be a bridge to share information and give feedback between the school administrator and the students.

Majority of the students (397) 89.6 per cent agreed that they (students) were well informed about their school, (38) 8.6 per cent of them disagreed while (8) 1.8 per cent were undecided. This implied that the students felt part of the information they were given by the principal since there were open channels of sharing information within the school. The students also owned the information since they also informed the school management what was affecting them hence they took responsibility of the information shared. The results agreed with those of Nooruddin and Biag (2014) who noted that the school leaders had a critical role to play in cultivating school atmosphere that is well formed, implemented and assistance was available for teachers and students. This was because the students and the teachers were well informed about school policies through information sharing.

Majority (375) 84.7 per cent of the students agreed that the school administration held meetings with students (44)9.9 per cent disagreed while (24)5.4 per cent were undecided. The results implied that meetings between the school administrators were often held and information regarding different issues and discipline was shared. The results agreed with those of Katua (2019) who reported that student leaders meeting with the principal were supposed to pass

information to the entire student body. The meetings also addressed issues that were affecting students and ways of mending them. The results corresponded with those of Katolo, Gathumbi and Malela (2016) who noted that the principal held consultative meetings with the student council and this had a positive impact on students' discipline.

Majority of the students (395) 89.2 per cent agreed that information sharing motivated students to self-discipline (22) 5 per cent disagreed while (26) 5.9 per cent were undecided. This implied that information sharing between the principal and the students encouraged students' behaviour change to self-behave and this helped them get motivated to become self-disciplined. The researcher observed that when students were self-disciplined then they got the motivation to work hard towards their goals. The results agreed with those of Omote, Thinguri and Moenga (2015) who noted that the school principal should purpose to help students develop self-discipline with the information shared. This implied that students were be informed of the importance of self-discipline and maintain discipline within the school and this could be carried out even at other areas of life since they will have knowledge on the importance of self-discipline. This could only happen when students share information with the principals.

Majority of the students (402) 90.7 per cent agreed that information sharing enhanced student discipline while (18) 4.1 per cent of the students disagreed while (23) 5.2 per cent were undecided. This implied that a majority of the students were in agreement that when they shared information with the principal discipline improved. The researcher observed that this could have an impact on the information shared and feedback given. The results agreed with Darling-Hammond and Cook-Harvey (2018) who noted that when new information is shared the students compared the information with the existing. The process works through when students are engaged in active, hand on experiences to be able to change their behaviour. The results also agreed with those of Katua (2019) who reported that information sharing could be done

through different strategies such as holding classroom meetings, school assemblies, use of guidance and counselling and use of other incentives to enhance discipline.

Majority of the students (377) 85.1 per cent agreed, (44) 9.9 per cent disagreed while (22) 5 per cent were undecided that information sharing helped the students to give their views about their school. This implied that most students were able to share their views of the school, the challenges they experience and how they could wish these challenges addressed. The researcher observed that when students give information about their school, the principal could understand the students better from their perspective. The principal therefore should look at the students' experiences as an asset and create a safe atmosphere where students can share their views. The results agreed with Darling-Hammond and Cook-Harvey (2018) who noted that constructive students' feedback reflects the conviction that the students reach along the opportunities given on discipline issues. The principal should therefore take students experiences as an asset and intentionally bring students voice into the management of students' discipline.

#### **4.7.2 Deputy Principals' responses to principals' Information sharing with students on students' discipline**

The deputy principals were asked to indicate whether principals' information sharing with students had an effect on students' discipline. The results are as shown in Table 4.24.

**Table 4.24: Deputy Principals’ response on principal information sharing with students on student discipline**

<b>Statement</b>	<b>Strong agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students are well informed about their school	49(59.8%)	25(30.5%)	0	6(7.3%)	2 (2.4%)
Information sharing helps control student behaviour hence improved discipline.	44(53.7%)	31(37.8%)	0	2(2.4%)	5(6.1%)
Information sharing motivates students to self-discipline	43(52.4%)	31(37.8%)	0	2(2.4%)	6(7.3%)
School administration and student leaders hold meetings	42(51.2%)	30(36.6%)	0	6(7.3%)	4(4.9%)
Information sharing enhances student discipline.	39(47.6%)	38(46.3%)	3(3.7%)	2(2.4%)	0(0%)
Information sharing helps the student to give their views about their school.	36(43.9%)	34(41.5%)	4(4.9%)	2(2.4%)	5(6.1%)

N=82

Majority of the deputy principals (74) 90.3 per cent agreed and (8) 9.8 per cent disagreed that principals’ information sharing made students well informed about their school. This implied that the deputy principals were of the opinion that information sharing helped the students get informed about the school. The researcher observed that students’ knowledge of the school could help them learn about the norms, rules, regulations, culture and other factors that may

affect them in their stay in the school. The results agreed with Gemechu (2014) who noted that information sharing helps people in making certain the criteria on how decisions are made in their school and the rationale for the decisions taken and discloses relevant information. These results are also echoed by Garrecht, Bruckermann and Harms (2018) who noted that the students are equipped with information that would help them make informed decisions. They noted that the students would be informed of underlying personal, societal values and criteria of concluding decisions.

A majority (75) 91.5 per cent of the deputy principals agreed and (7) 8.5 per cent of them disagreed that information sharing helped control students' behaviour hence improved discipline. This implied that students gained self-control when they had information on measures to be taken on the different issues. The researcher observed that the deputy principal as a disciplinary master could share information that could instil fear on students to control their behaviour. The results agreed with Kapur (2018) who noted that the students should become more disciplined and be able to exercise self-control to maintain discipline. He also noted that it's important for the students to control any negative feeling and adequately implement discipline management strategies that help reduce indiscipline cases. The results also agreed with those of Nooruddin & Baig (2014) who found that a discipline issue should be looked at through the light of the circumstances in which it occurred in order to understand the students' intention. This continuous support helped the students to control their impulses because of the information shared.

Majority (74) 90.2 per cent of the deputy principals agreed and (8) 9.8 per cent agreed that information sharing motivated students to self-discipline. This implied that students were able to self-regulate because they were given opportunity for self-reflection on their behaviour. The results agreed with those of Nooruddin & Baig (2014) who noted that self-reflection helped the

students to evaluate their behaviour hence making informed decisions. This implied that when information is shared the students will get insightful information on the policies that guide them in school on behaviour. The results also concurred with those of Kapur (2018) who noted that self-discipline is built through experiences in the sharing of the different information with the management in different areas of the school. This is because students were an important part of the school and they build connections with teachers and fellow students. The information should also be rational and in accordance with the situations.

Majority (72) 87.8 per cent of the deputy principal strongly agreed and (10) 12.2 per cent of them agreed that information sharing was through the school administration holding meetings with the student leaders. This implied that students' leaders were crucial in the management of students' discipline. Gemechu (2014) noted that it is crucial for the school management to involve students' leaders in the management of students' discipline. The meetings held between the school management and the students should help in giving information and getting feedback hence the need to have an informed student leadership. The results agreed with Damiani & Wieczorek (2017) who argued that the student leaders should be the voice of the students in building a positive environment for learning. They noted that the principal primarily focuses on discipline issues where they give information and receive feedback and observations were typically focused on students.

Majority (77) 93.9 per cent of the deputy principals agreed, (2)2.4 per cent of them disagreed and (3) 3.7 per cent that information sharing enhanced student discipline. This implied that the deputy principals knew that information sharing enhanced students discipline. The researcher observed that when students and the school administration shared information especially on issues affecting the school the discipline is enhanced. The researcher also noted that students felt valued and respected by the school administration. The results agreed with

Damiani & Wieczorek (2017) who notes that the deputy principals acknowledged the value of students' voice for influencing the work of the teachers and principal in enhancing discipline. The results corresponded with those of Darling-Hammond, Floor, Cook-Harvey, Barron & Osher (2020) who noted that information sharing fosters value-driven interdisciplinary approach to discipline where students experience and develop positive relationship with the adults. This reinforced their value for belonging.

The information sharing helped the students to give their views about their school, to this effect (70) 85.4 per cent of the deputy principals agreed, (7) 8.5 per cent disagreed and (4) 4.9 per cent of them were undecided. This implied that the deputy principals agreed that information sharing helped students' give their views about their school as a form of sharing information. The researcher observed that when information on the view of the school is shared by the students to the school administrator, the administrator is able to see through the eyes of the students how they value the school. This could help in acknowledging when they needed to change some of the issues that were challenging students discipline in the school. The results agreed with those of McGrath (2011) findings that the school climate had positive or negative impact on students' discipline. The results also agreed with those of Alghamdi (2014) who noted that students' views on school problems and possible solutions helped the school administration to acknowledge the unique knowledge and perspective the students had about the school. They found that students' voice could increase the likelihood for solutions to be found and student support of the results.

#### **4.7.3 Principals' Information Sharing with student leaders on student's discipline**

The principal's skills to converse with students in a school needs to keep sharing information that affects the students in various areas of school stay. These areas include students' welfare and not limited to performance and behaviour. This study therefore sought from principals'

responses to identify the influence of principals' information sharing with student leaders on student's discipline. The results are as shown in Table 4.25

**Table 4.25: Principals' responses to principals' information sharing with student leaders on students' discipline**

Statement	Often		Rarely	
	Frequency	Per cent	Frequency	Per cent
Creates an understanding between the principal and the students on discipline issues	100	89.3	12	10.7
Reduces misconceptions between the principal and the students	98	87.5	14	12.5
The principal sought to address the root cause of indiscipline among student through information sharing	96	85.7	16	14.3
Information sharing helps build trusting relationship enhances students discipline	87	77.7	25	22.3
Information sharing helps the principal to receive feedback on how students view the school	80	71.4	32	28.6

N = 112

Majority of the principals (100) 89.3 per cent noted that information sharing created an understanding between the principal and students on discipline issues while (12) 10.7 per cent of them rarely shared information. This implied that the principals felt that information sharing was to create an understanding between the principal and the students on behavioural problems that may cause indiscipline. The results agreed with those of Tyler (2016) who noted that information sharing allows transparency on students listening to change of behaviour. When

there is transparency, the leaders should dedicate time for necessary communication which can be through meetings with the students. This showed that the principal used student-centred approach that could address students learning and student's discipline. The results also agreed with Melnychenko (2014) who noted that when information is shared between the principal and the students it creates interpersonal trust. The interpersonal trust means one has earned trust on the sharing information that is valid, timely and with honest. The principal therefore can use this understanding as an effective strategy for communication. They can also utilize communication that is built in a relationship between the students and the principal.

Majority (98) 87.5 per cent of the principals often shared information while (14) 12.5 per cent rarely shared information to reduce misconceptions between the principal and the students. This implied that the principals who shared information wanted to clarify information given to reduce the conflict with the students. The researcher observed that when information is clarified it reduces confusion and conflict with the students. The researcher also observed that information sharing helped develop relationships between the principal, student and other stakeholders. This is because the principal should aspire to create, maintain and implement positive learning environment within the school. The results agreed with Banks (2014) who notes that information sharing creates a positive school environment and pays close attention to all the factors such as challenges and students' behaviour that could result to students' discipline. This implied that the principal cared, involved students in setting rules and consequences that brought about behaviour change. Banks (2014) continues to note that the principals' information sharing can also stimulate an effective communication and relationship between the principal and the students. This is possible when there is an understanding of the cultural and language differences between the students and adult in interactions that could end up in creating a better atmosphere where discipline can thrive.

Majority of the principals (96) 85.7 per cent often sought to address the root causes of indiscipline among students through information sharing while (16) 14.3 per cent rarely sought to address the root causes of indiscipline among students. The results implied that the principals had investigated on issues and acted on the issue affecting the students to identify where the problem started. The researcher observed that getting to a root cause of the problem through information sharing helped to deal with the root of the issues before it got out of hand. The results agreed with those of Gutuza and Mapaliza (2015) indiscipline could be traced to the school environment. This implied the principal should wish to understand the factors behind the students' behaviour from the environment they are exposed to both at school and at home.

A large number of the principals that is (87) 77.7 per cent often shared information to help build a trusting relationship with the students on student's discipline while (25) 22.3 per cent of them rarely shared information to help to build a trusting relationship. This implied that the principals sought to build a trusting relationship in the hope of reducing cases of indiscipline in the school. The researcher observed that in most cases when information was not clarified the students tend to mistrust the principal and other school authority and this could lead to indiscipline cases among students. The results agreed with those of Arslan and Polat (2016) the principal may wish to influence the building of trust based on principal-students (superior-subordinate) relationship. This means the principal must have the ability to influence the relationship they will have with the students. The challenge comes when the principal is not able to meet the expectations of the students since the trust may not be build resulting with indiscipline cases. Arslan and Polat (2016) also noted that when the principal is willing to offer students help voluntarily it means the students will look at the principal as caring of their needs. This can also be said that principal may mistrust his students often who seem indifferent. Hence the principal may trust students who were compassionate and intentions were important in these cases of

interpersonal relationship. This may mean that the principal may trust students whom they think as being benevolent more than those whom they think as indifferent.

A majority of the principals, (80) 71.4 per cent noted that information sharing helped the principal to receive feedback on how students viewed the school while (32) 28.6 per cent were not of this view. This implied that when the principal shared information they may require students to give feedback on how they viewed the school. The researcher observed that the view of a school from the students' perspective may be looked at as the new experiences, new social situations and new opportunities that the school may provide. The results agreed with those of Pullfall-Jones, Margolius, Rollock, Yan, Cole and Zaff (2018) who noted that student's life outcome in school is based on the feedback received and practices within the institution. They noted that when the principal is able to include the students in determining the punishment or discipline interventions the students feel included and respected. They may also feel like this is a pivotal opportunity to express themselves. This means young person's feel safe, valued and respected when discipline issues are aligned towards their strengths and needs. Therefore, feedback could be a good approach the principal could use in meeting the needs of the students hence reducing cases of indiscipline.

The principals' sentiments from the interviews held showed that information sharing was a special purpose vehicle for disseminating school ethos, policies and guideline. The results agreed with those of Nooruddin & Baig (2014) school leaders should share the school expectations through policies, procedures, rules and regulations on discipline management among students, teachers and other stakeholders. They were of the opinion that the school principal is the captain of the ship hence they are responsible of preventing disruptive behaviour for the smooth functioning and attainment of the school objectives. This was also emphasised by one of the principals who noted that

Everyone needs someone to lead them by offering them guidance. This also comes with some expectations, hence establishing a working relationship with the students is important since the needs of the students, teachers and other stakeholders will be met through understanding. This understanding will help the students be led with few discipline challenges being experienced. (Principal 3)

The study sought to compare the effects of information sharing on students' discipline. The independent t-tests are as shown in Table 4.26.

**Table 4.26: T-Test results on information sharing on students' discipline**

Information sharing	Has information sharing been useful to both students and principals in enhancing school discipline?	N	Mean	Std. Deviation	Std. Error
Information sharing	Yes	283	3.04	1.128	.067
	No	160	2.58	1.211	.096

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Information sharing	Equal variances assumed	5.177	.023	4.049	441	.001	.464	.115	.239	.689
	Equal variances not assumed			3.970	311.003	.001	.464	.117	.234	.694

From the group statistics the mean showed that when information is shared there was high effect on students' discipline at 3.04 while the same effect is low when principals don't share information at 2.58 which was lower than the average mean of 2.81. From the independent sample test the p-value  $0.023 < 0.05$  hence there was significant difference. There was a significance difference between the principals who shared information and those who never shared information on student discipline.

The researcher then used the regression model to establish whether there was a relationship between the independent and dependent variable, the multi linear regression was applied. The results are as shown in Tables 4.27.

**Table 4.27: Regression model on information sharing on students' discipline**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353 <sup>a</sup>	.124	.110	.454

From the Model summary Table 4.27 it is important to note that R square value is 0.124 so 35.3 per cent of the variation in information sharing been useful to both students and principals in enhancing discipline can be explained by the model. This was a high percentage meaning the variables were well fitted in the regression model. On the other hand, the results from the ANOVA are as shown

## ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.724	7	1.818	8.836	.001 <sup>b</sup>
	Residual	89.488	435	.206		
	Total	102.212	442			

## Coefficients<sup>a</sup>

		Has information sharing been useful to both students and principals in enhancing school discipline?
Information sharing motivates students to self-discipline	Pearson	.300**
	Correlation	
	Sig. (2-tailed)	.000
	N	443
School administration and students' leaders hold meetings	Pearson	.253**
	Correlation	
	Sig. (2-tailed)	.000
	N	443
Information Sharing enhances students' discipline	Pearson	.189**
	Correlation	
	Sig. (2-tailed)	.000
	N	443
Information sharing helps the students to give their views about their schools	Pearson	.138**
	Correlation	
	Sig. (2-tailed)	.004
	N	443
Information sharing	Pearson	.189**
	Correlation	
	Sig. (2-tailed)	.000
	N	443

a. Dependent Variable: Has information sharing been useful to both students and principals in enhancing discipline

From the ANOVA table 4.30, the p-value= 0.001 < 0.005 level of significance indicating there was no significance hence there is a relationship between information sharing and student discipline. Therefore, the relationship is as shown in coefficient table where information sharing helps enhance students discipline p-value=0.859, information sharing helps the students to give their views about their school p-value=0.297 and the school administration and student

leaders hold meeting p-value=0.494 was at a significant level. Factors such as the student being well informed about the school at p-value=0.003, information sharing motivated students to self-discipline p-value=0.001 and information sharing helped control students' behaviour hence improved discipline p-value 0.268 means there is significance difference between the variable. This means when students are given information, they learnt to be self-controlled on their behaviour hence reduced levels of indiscipline. Therefore, the principal should share information that helps students get self-control on their behaviour for the schools to maintain discipline. However, there were other factors other than self-control that impacted on their discipline. Data was also correlated to establish whether there was a relationship between principals' information sharing and students' discipline. The results were as shown in Table 4.28.

**Table 4.28 Correlation data on information sharing and student discipline**

	Has information sharing been useful to both students and principals in enhancing school discipline
Information sharing helps students control behaviour hence improved discipline	Pearson Correlation .201 Sig. (2-tailed) .001

**Table 4.28: Correlation data on information sharing and student discipline**

	Has information sharing been useful to both students and principals in enhancing school discipline
Information sharing helps students control behaviour hence improved discipline	Pearson Correlation .201 Sig. (2-tailed) .001 N 443
Students are well informed about their school	Pearson Correlation .208 Sig. (2-tailed) .001 N 443
Information sharing motivates students to self-discipline	Pearson Correlation .300 Sig. (2-tailed) .001 N 443

School administration and students' leaders hold meetings	Pearson Correlation	.253
	Sig. (2-tailed)	.001
	N	443
Information Sharing enhances students' discipline	Pearson Correlation	.189
	Sig. (2-tailed)	.001
	N	443
Information sharing helps the students to give their views about their schools	Pearson Correlation	.138
	Sig. (2-tailed)	.004
	N	443

Correlation estimates the strength of the linear relationship between two variables. Correlation coefficient ranges from -1.0 to positive 1.0. Information sharing motivates students to self-discipline had a positive relationship at  $r=.300$   $p\text{-value}=.001=.001$ . This implied that the results indicated that principals' information sharing motivates students' self-discipline. Another high rated factor was school administration and students holding meetings at  $r=.253$   $p\text{-value}=.001=0.01$ , this implied that the information sharing by school administrators and student's during meetings impacted on students' discipline. All the correlation coefficients had a positive correlation when information is shared but at different levels students are well informed about their school  $r=.208$ ,  $p\text{-value} = 0.001=0.01$  level of significance, implying there is a moderate positive relationship between students being informed of their school because the principal shared the information. It is also noted that information sharing had a positive correlation  $r=.201$   $p\text{-value} 0.001=0.01$  level of significance on helping the students control behaviour hence improved discipline. This implied that students who were given information were able to improve on their behaviours. Another factor that was correlated was information sharing helps students to give their views about their school with  $r=.138$   $p\text{-value}=.004>0.001$ . This implies even though there is influence on how students view their schools it may little or no effect on their discipline.

#### **4.8 Establishment of influence of principals' information sharing through structuring of school vision on students' discipline**

School vision is a way of communicating the dream of the school. Borda, Warren, Coskie, Larson, Hanley and Cohen, (2018) noted that a school vision communicates a shared dream, common purpose and language. The study sought from the students, deputy principals and principals the effects of information sharing through structuring a school vision on students' discipline.

#### **4.8.1 Students responses on influence of principals' information sharing through structuring of school vision on students' discipline**

A vision statement details where the organization aspires to go. The school vision has five functions that is shaping the vision, creating a conducive school climate, cultivating leadership on others, improving instructions and managing people, data and process of school improvement (Wallace Foundation,2011; Borda et al,2018). The study sought from the students responses on principals' structuring of a school vision on students' discipline. The results are shown in Table 4.29

**Table 4.29: Students responses on principals' information sharing through structuring of the school vision on students' discipline**

	Yes		No	
	Frequency	Per cent	Frequency	Per cent
Students participated in the structuring of the school vision on students discipline	295	66.6	148	33.4
School principal keep reminding students of the school vision	250	56.4	193	43.6
Is the vision shared on the notice board as reminder of the school expectation	244	55.1	199	44.9

**N=443**

Majority of the students (295) 66.6 per cent said they participated in the structuring of the school vision on student's discipline while 148(33.4) per cent said they had not participated in structuring of the school vision on students' discipline. This could mean that students were involved in giving their views during the structuring of the vision. The researcher observed that student participation was critical in structuring a school vision. This is because the vision should talk to the students as well as teachers and other members of the school community. The results agreed with Borda et.al., (2018) who noted that building and maintain a whole school vision would help in focusing on accountability and sustainability of the vision. This could positively affect students discipline because they will have to be accountable and have to sustain good behaviour while in school.

Majority of the students (250) 56.4 per cent said the principals kept reminding students of the school vision while (193) 43.6 per cent of the students said principals did not remind them of the school vision. This implied that some principals took time to remind their students of the school vision. The researcher observed that when the principal kept in touch with the students on sharing key information through the structuring the school vision on students' discipline this helped the principal and the students to only pick the most important things that are commonly shared. The results agreed with those of Wallace Foundation (2011) who argued that the significance of the shared vision is that which creates a conducive school climate that can reduce cases of indiscipline.

Majority (244) 55.1 per cent of the students indicated that the vision was shared on the notice board as a reminder of the school vision while (199) 44.9 per cent had not seen the sharing of the vision. This implied that in majority of the schools the principals were sharing the vision on the notice boards as a method of reminding the students of the school vision and hence the students own it up. The researcher observed that when the vision is put in different places

within the school, it becomes a reminder of what the students should aim for especially on issues to do with discipline. The physical representation of the culture of the organization and a shared vision helps the principal align with students' discipline issues. The results agreed with those of Forzai (2014) who noted that when the principal plan for school improvement, the vision can drive and articulate the way it can be implemented and this will help in improving and maintaining discipline within the school.

**Table 4.30: School means for discipline and for principals' use of school vision**

<b>Some schools with same means in discipline and different means for principals' use of school vision</b>			<b>Schools with higher means for discipline and with lower means for principals' use of school vision</b>		
<b>School No.</b>	<b>Discipline (means)</b>	<b>Principals use of school vision</b>	<b>School No.</b>	<b>Discipline (mean)</b>	<b>Principals use school vision</b>
1	4.5	4.17	1	4.5	4.17
2	4.5	4.11	2	4.5	4.11
3	4.5	4.70	3	4.5	4.70
4	4.5	3.97	4	4.5	3.97
6	4.13	4.02	5	4.38	4.08
7	4.13	4.10	6	4.13	4.02
8	4.0	4.17	7	4.13	4.10
9	3.88	3.87	9	3.88	3.87
10	3.88	4.05	13	4.13	3.63
13	4.13	3.63	14	4.0	3.78
14	4.0	3.78	15	3.88	3.83
15	3.88	3.83	37	3.25	2.98
16	3.88	3.92	85	3.38	3.37
18	3.25	3.77			
37	3.25	2.98			
44	3.0	3.68			
45	3.0	3.78			
46	3.0	3.68			
47	3.0	3.47			
48	3.0	3.55			
49	3.0	3.45			
50	3.0	3.08			
51	3.0	3.15			
52	3.0	3.20			

The average mean on discipline for all the schools was at 2.95 while that of the principals' use of school vision as indicated by the students, deputy principals and principals was at 3.42 see full list of the schools on Appendix H.

The schools that were highly rated on discipline were 10 each with a mean above 4.00 and 8 schools with means above 4.00 on principals' use of the school vision. The study findings for most of the schools (100) which translated to 89.3 per cent showed high means in principals' use of school vision than those of discipline. The researcher observed that some schools had same means in discipline but had different means for principals' use of school vision. Such schools were school Nos.1,2,3,4,6,7,8,9,10,13,14,15,16,18,37,44,45,46,47,48,49,50,51,52 among others. This could imply that principals' use of school vision did not have a significant impact on students' discipline. The researcher also observed that in schools Nos. 1,2,3,4,5,6,7,9,13,14,15,37 and 85 the means for discipline were higher than those of principals' use of school vision. This implied that there could have been other factors that influenced discipline in these schools, such schools were as shown in table 4.30.

#### **4.8.2 Deputy Principals' responses on influence of principals' information sharing through structuring of school vision on students' discipline**

The structuring of the school vision should help in maintenance of school discipline. The deputy principal was asked to indicate when the structuring of the school vision had an effect on student's discipline. Table 4.31 shows the results.

**Table 4.31: Deputy Principals’ responses on influence of principals’ information sharing through structuring of the school vision on students’ discipline**

	Often		Rarely	
	Frequency	Per cent	Frequency	Per cent
The principal involves students in the structuring of the school vision on students’ discipline	68	82.9	14	17.1
School principal keep reminding students of the school vision	66	80.5	16	19.5
Is the vision shared on the notice board as reminder of the school expectation	57	69.5	25	30.5

**N=82**

Majority of the deputy principals (68) 82.9 per cent said that often the principal involved students in the structuring of the school vision on students’ discipline while (14)17.1 per cent said principals rarely involved students in structuring of the school vision on students’ discipline. This implied that most of the principals involved students in structuring of the school vision in order to influence students’ discipline. The researcher observed that when the students were involved in structuring of the school vision, they were made aware of the school vision on discipline issues and hence they may not wish to take part in distractive behaviour issues. The results agreed with Cohen (2014) that the process of structuring a school vision should be based on problem-solving cycle that continually uses research on best practices and needs assessment data to inform improvement choices. This means that the school management should engage in the improvement process and to ensure safety and success of all members in the school community.

Majority (66) 80.5 per cent of the deputy principals noted that often the school principal kept reminding students of the school vision while (16)19.5 per cent said principals rarely reminded students of the school vision. This implied that though the students were involved in structuring the school vision and they were often reminded by the principals of what it stated. The researcher observed that when the school principal engages and reminds the school community on the vision this enhances participation of all members of the school community to collaborate in making the school a better place for learning hence change of behaviour. The results agreed with those of Payne & Muhlhausen (2018) who noted that a shared school vision ensures planning to promoting, enhancing and sustaining a positive school climate hence reduced indiscipline issues.

A majority of the deputy principals (57) 69.5 per cent noted that often the school vision shared on the notice board acted as reminder of the school expectations while (25) 30.5 per cent of them noted that this was rarely done. This implied that in many schools the school vision was shared clearly on the notice boards as reminder to the students about the school expectations. The researcher observed that when a school vision is shared it promoted continuous improvement of practices that promote learning and positive social, emotional and ethical norms. This means the members of the school community felt safe socially, emotionally, intellectually and physically. The results agreed with Borda et. al., (2018) the school vision helps in changing the culture and practices of the school. This means the whole school collaborates in helping the students in maintain discipline within the school.

### 4.8.3 Principals' responses on influence of their information sharing through structuring of school vision on students' discipline

Principals share the school vision for the improvement of the school when planned, articulated and implemented. This helps in the improvement of student discipline since there is a commitment on issues that results to behavioural problems.

This study sought to establish the responses from the principals on the effect of information sharing through structuring of school vision and how it affects student's discipline. Table 4.32 shows principal's results.

**Table 4.32: Principals' responses on influence of their information sharing through structuring of school vision on students' discipline**

Interview item	Often		Rarely	
	Frequency	Per cent	Frequency	Per cent
Involvement of the school community in developing the school vision hence improving students' discipline	90	80.4	22	19.6
The principals acknowledge the importance of the school community sharing in the vision on improvement of students' discipline	85	75.9	27	24.1
The principal support the for positive school climate development hence reducing indiscipline cases	73	65.2	39	34.8

N=112

Majority of the principals (90) 80.4 per cent argued that they often involved the school community in the development of the school vision and this had improved students' discipline while (22) 19.6 per cent rarely involved the school community in the development of the school vision. This implied that the principal as the visionary leader was able to engage the school

community in identifying and addressing the areas for school improvement through a shared vision. The researcher observed that the principal played a key role in bringing the school community to work together hence improving students' behaviour.

Majority of the principals (85) 75.9 per cent indicated that they often acknowledged the importance of the school community sharing a vision on improvement of students' discipline while (27) 24.1 per cent said they rarely acknowledged the importance of the school community sharing a vision on improvement of students' discipline.. This implied that when the principal connected with the school community it was an important aspect in getting positive results. The researcher observed that the principal focusing on establishing clear goals and keeping these goals at the forefront of the school attention helps in reduction of student's negative behaviour change.

Majority (73) 65.2 per cent of the principals often supported positive school climate development hence reducing indiscipline cases among students while (39)34.8 per cent rarely supported positive school climate development. This implied that when the principal supports the school community for positive school climate development then the students will reduce their behaviour problems. The researcher observed that there was behaviour change among students when they received support from the school administration as well as the teachers. These students felt respected and appreciated to being part of the group that structured the vision. The study sought to establish the relationship between the effect of information sharing through structuring of school vision and students' discipline. Linear Regression was carried out on the independent and dependent variables. The results are as shown in Table 4.33 Model summary, ANOVA and Coefficient tables.

**Table 4.33: Regression model on influence of principal’s information sharing through structuring of school vision on students’ discipline**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919 <sup>a</sup>	.844	.844	.198

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.485	2	46.743	1192.218	.000 <sup>b</sup>
	Residual	17.251	440	.039		
	Total	110.736	442			

**Coefficients<sup>a</sup>**

Model		Unstandardized		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.043	.014		3.139	.002
	Does the school principal keep reminding students of the school vision	.016	.035	.016	.463	.643
	Is the vision shared on the notice board as reminder of the school expectation	.905	.035	.905	25.84	.000

a. Dependent Variable: Does the school vision ensure students discipline in any way

The summary output of the independent variable indicators explains for 91.9 per cent of the availability of a school vision which ensures students' discipline in any way. From the ANOVA table above, the  $p\text{-value} = 0.002 < 0.05$  level of significance which means there is no significance difference between school vision ensuring student's discipline. From the ANOVA analysis it is clear students were used to the school vision hence had no regard towards it on cases of indiscipline.

#### **4.9 Influence of principals' supervisory of school activities on students' discipline**

Supervision is an important part of management in learning teaching process. The principal is supposed to supervise teachers in their day-to-day activities in teaching learning activities. Khasanah and Tobar (2019) noted that supervision is an effort to help teachers develop their abilities to achieve learning goals. This is to help teachers perform and develop their professionalism and this helps in improving the quality of education. The study sought to establish the influence of principals' supervisory activities on students' discipline.

##### **4.9.1 Students responses on influence of principals' supervisory of school activities on students' discipline**

The study sought from the students' responses on principals supervisory of school activities on students' discipline. Table 4.34 shows the results.

**Table 4.34: Students responses on influence of principals' supervisory activities on students' discipline**

<b>Statement</b>	<b>Strong agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Checking marking of students attendance register	243 54.9%	123 27.8%	46 10.4%	14 3.2%	17 3.8%
Inspecting students' progress records	209 47.2%	148 33.4%	46 10.4%	29 6.5%	11 2.5%
Visiting students in class even when there is no teaching going on	209 47.2%	139 31.4%	31 7%	43 9.7%	21 4.7%
Recording teaching observation such as methodology, learning involvement as teacher teaches	101 22.8%	109 24.6%	62 14%	100 22.6%	71 16%
Visiting teachers in classes during teaching	75 16.9%	116 26.2%	50 11.3%	109 24.6%	93 21.0%

N=443

Majority of the students (366) 82.6 per cent agreed and (31) 7 per cent of them disagreed while (46) 10.4 per cent were undecided that the principal checked on marking of students' attendance register. This implied that the principal was able to check students' class registers. The researcher observed that there were students who were always missing class and were identified as chronic absentees and this could be interpreted as a form of indiscipline. The results also agreed with those of Bradley (2015) who noted that students who missed school were identified as chronic absenteeism and could have resulted from different issues such as alcohol and

tobacco use as a result of indiscipline cases. The study found out that there was need to establish whether there were other obstacles that could also prohibit students from attending school. The result indicated lack of transport, students coming from one parent and lack of childcare before and after school were some of the other causes of lack of consistent attendance. On the other hand, Modise (2016) reported that learner attendance shows learners discipline. When students missed school without a valid reason then it meant there was laxity among the different stakeholders who may include the teachers, parents and the school administration. The principal manages the attendance record of the incoming learners and engage the learners and parents in case of non-attendance as a way of maintaining discipline within the school.

Majority (357) 80.6 per cent of the students agreed, (46) 10.4 per cent were undecided while (40) 8.0 per cent disagreed that the principal took time to inspect the students' progress records. This implied that the principals were aware of the student's progress record since they checked them often. This implied that the principal could be aware of the modest performers and this could mean they could help them try to reduce indiscipline among them since it was obviously the poor performer who became the opportunistic victim of circumstances. This implied that principals' inspection of student progress record had different interpretations, in most cases there were students who would be victimized because of their dismal performance even without consideration of other factors that could have led to the students' dismal performance. The results agreed with those of Simba, Agak and Kabuka (2016) who found that students with poor attitude towards learning, had immoral behaviours such as drug abuse, were disobedience, destructive, could steal and could come to class late and as a result performed poorly in class. This was also supported by Omote, Thinguri and Moenga (2015) who noted that indiscipline could be any action that was considered to be wrong and unacceptable to the society and in most cases lead to poor performance among students.

Majority (348) 78.6 per cent of the students agreed, (31) 7 per cent were undecided and (64) 14.4 per cent disagreed that the principal visited students in class even when there was no teaching going on. This implied that the principals went to class to observe what the students were doing especially during prep time when they are supposed to be doing their own study/reading. This could also be a time to deal with issues of indiscipline among students especially since they were doing their own studies. The results agreed with those of Ritu (2015) who opines that the principal may try to establish student's self-control which could promote positive students' behaviour and achievement. This can only be possible when there is involvement of positive reinforcement, negative reinforcement and time to time interventions. The results also agreed with those of Darling-Hammond et.al. (2019) who noted that for a productive classroom, the management should be organized through classroom meetings which could help students take responsibility of their behaviour through common norms and routines that were developed during the meetings which all students participated. These norms and rules enable the students to take their time alone for study seriously since the principal and the students take time to socialize and can learn how to interact respectfully and solve problems.

Most of the students (210) 47.4 per cent agreed, (62) 14 per cent were undecided while (171) 38.6 per cent disagreed that principal would record teaching observation such as the methodology, learner involvement as teachers taught in class. This implied that some learners could see the principal come to class during lessons and saw him or her take notes of which the students may have had little or no understanding why the principal took notes and what they did with the notes during and after the class. The results concurred with those of Ngunjiri (2012) who noted that during supervision the principal noted that the class was an interactive process where students answered questions and asked questions when asked and where they did not understand respectively. This was because students had gained confidence hence they were able to ask and answer questions when required to do so. The results from Sieberer -

Nagler (2016) indicated that the principals' observation helped to reduce anxiety, encouraged motivation, humour and learners became active in class. He continued that indiscipline cases may be frequent during these observations especially when the students interrupt the lessons. The results indicated that the teacher should be well prepared, set clear rules in class and structure the lesson for all students to participate to reduce cases of indiscipline.

Minority (191) 43.1 per cent of the students agreed, (50) 11.3 per cent were undecided and (202) 45.6 per cent of them disagreed that the principal visited teachers in classes during teaching. This implied that the principals were not regular in class during teaching/ learning. The results disagreed with those of Hallinger and Murphy (2013) who reported that principals should recognize visiting classrooms allowed them to observe teaching and learning to provide effective feedback to teachers. Leis & Rimm-Kaufman (2016) noted that the principal feedback could build a trusting teacher-principal and student's relationship.

**Table 4.35: School means for discipline and for principals supervision of school activities**

Some schools with same means in discipline and different means for principals' supervision of school activities			Schools with higher means for discipline and with lower means for principals' supervision of school activities		
School No.	Discipline (means)	Principals' supervision of school activities (mean)	School No.	Discipline (mean)	Principals' supervision of school activities (mean)
1	4.5	4.27	1	4.5	4.27
2	4.5	4.08	2	4.5	4.08
3	4.5	4.05	3	4.5	4.05
4	4.5	3.98	4	4.5	3.98
6	4.13	4.03	5	3.38	4.03
7	4.13	4.02	6	4.13	4.03
8	4.0	4.08	7	4.13	4.02
9	3.88	3.93	13	4.13	3.70
10	3.88	3.97	14	4.00	3.97
13	4.13	3.70	15	3.88	3.82
14	4.0	3.97	16	3.88	3.85
15	3.88	3.82	37	3.25	2.98
16	3.88	3.85			
19	3.25	3.73			
37	3.13	3.83			
44	3.25	2.98			
45	3.0	3.70			
46	3.0	3.83			
47	3.0	3.67			
48	3.0	3.45			
49	3.0	3.55			
50	3.0	3.47			
51	3.0	3.10			
52	3.0	3.13			

The study revealed that the average mean on discipline for all the schools was at 2.95 while for the principal's supervision of school activities as indicated by the students, deputy principals and principals was at 3.43

The schools that were highly rated on discipline were 10 each with a mean above 4.00 and 9 schools with means above 4.00 on principal's supervision of school activities. The study findings for majority of the schools (100) which translated to 89.3 per cent showed high means for principals supervision of school activities as compared to discipline means. The study also revealed that some schools had same means for discipline and different means for principals' supervision of activities as seen in schools Nos. 1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14, 18, 19, 37, 44, 45, 46, 47, 48, 49, 50, 51, 52 among others. This could imply that principal's supervision of school activities did not have a significant influence on students' discipline. The researcher also observed that in schools NO.1, 2, 3, 4, 5, 6, 7, 13, 14, 15, 16, 18, 36 and 37 the means for discipline were higher than those of principals' supervision of school activities. This implied that there could have been other factors that influenced discipline in these schools. Such schools were as indicated in Table 4.38 above.

#### **4.9.2 Deputy Principals responses on influence of principals' supervisory of school activities on students' discipline**

For effective class management, principal can use supervisory strategy to help teachers deal with unexpected events in a classroom and have the ability to control student behaviour. The study also sought from the deputy principals' responses on principal's supervisory activities on students' discipline. The results are as shown in Table 4.42.

**Table 4.36: Deputy Principals’ responses on principals’ supervisory of school activities on students’ discipline**

Statement	Strong agree	Agree	Undecided	Disagree
Checking students’ attendance register on students’ discipline	51(62.2%)	29(35.4%)	0	2(2.4%)
Checking record of work covered on students’ discipline	35(42.7%)	43(52.4%)	0	2(2.4%)
Checking students’ progress records on students’ discipline	32(39%)	43(52.4%)	1(1.2%)	6(7.3%)
Visiting students in class even when there is no teaching on going on students’ discipline	30(36.6%)	42(51.2%)	4(4.9%)	6(7.3%)
Visiting teachers in classes during teaching on students’ discipline	12 (14.6%)	38(46.3%)	17(20.7%)	15(18.3%)
Sitting in class and observing teachers teaching on students’ discipline	22(26.8%)	34(41.5%)	11(13.4%)	15(18.3%)
Recording teaching observations such as methodology, and learners involvement in class had an effect on student discipline	24(29.3%)	30(36.6%)	15(18.3%)	13(15.9%)

N = 82

Majority of the deputy principals (80) 97.6 per cent agreed and (2) 2.4 per cent disagreed that the principal checked on the students register. This implied that the students’ data was scrutinised by the principal to enable them have information on students who may have been missing classes. The researcher observed that the principal should be aware of the whereabouts of each student in the school. This is because when the students is not in class and no information is availed either by the parent or the principal and may be a complaint is filed by the parent, the school manager may be put to task to produce the student.

Majority (78) 95.1 per cent of the deputy principals agreed while (4) 4.9 per cent of them disagreed that the principals checked record of work covered against student's discipline. This implied that teachers' record of work covered was significant to the time students had on their hands to cover the assignments given and time to become mischievous. The researcher observed that when students were kept busy with assignments and other school activities it reduces the amount of time for mischief or indiscipline.

A majority (75) 91.5 per cent of the deputy principal agreed, (1) 1.2 per cent was undecided while (6) 7.3 per cent of them disagreed that the principal checked on student progress records against student discipline. This implied that the principal was able to view student's progress records as well as the discipline records. The researcher observed that this helped to evaluate whether the students were just in school to pass time or whether they were concentrating in class. The grades of the students who are disciplined were in a progress mode while for those who misbehaved keep dropping. The results agreed with those of Whisman & Hammer (2014) that students with one or more discipline issues were more likely to score below proficiency in maths than those with no discipline issues. This was so if the disciplinary consequence took the form of in-school or out of school suspension the risk of scoring below proficiency increases and the gap widens.

Majority (72) 87.8 per cent of the deputy principals agreed, (4) 4.9 per cent were undecided while (6) 7.3 per cent of them disagreed that the principal visiting students in class even when there is no teaching going on had an impact on students' discipline. This implied that when students were left for self-studies in class the principals visits helped them to concentrate on their class work. The researcher observed that the principal may decide to visit a classroom when students were all alone. The visit could help the students in concentrating and little

distractions on personal study time. The results concurred with those of Okumu (2014) who noted that the presence of teachers in schools or the presence of the principal in the school removes the loopholes that could make students become mischievous in school. This implied that the presence of the principal in school enhanced discipline among students as well as teachers. Hence the class visits by the principal could help the students to maintain discipline in their school.

A minority of the deputy principals (50) 61 per cent agreed, (17) 20.7 per cent were undecided while (15) 18.3 per cent disagreed that the principal visiting teachers in classes during teaching had effect on students' discipline. This implied that (50) 60.9 per cent of the deputy principals agreed that the principals' visiting teachers in class during teaching had an effect on student's discipline. The results agreed with those of Semali and Vumilia (2016) who noted that principals' visits could reduce students' troubles in classes.

Majority (56) 68.3 per cent of the deputy principals agreed, (11) 13.4 per cent were undecided while (15) 18.3 per cent disagreed that the principal sitting in class and observing teachers teaching had an effect on students' discipline. This implied that students in a class where lesson observation was taking place were disciplined. The researcher observed that the students if not made aware could imagine the principal was there to see their behaviour during the lesson but when informed they try to participate well during the lesson.

Majority (54) 65.9 per cent of the deputy principals agreed, (15) 18.3 per cent were undecided while (13) 15.9 per cent of them disagreed that the principal recording teaching observations such as methodology, learner involvement by the teacher had an effect on student discipline. This implied (54) 68.3 per cent of the deputy principals were of the opinion that the presence of the principal in class and recording the teaching observations such as methodology and learners' involvement had an effect on students' discipline. The researcher observed that the

students had to learn to behave better in class and concentrate on the learning objectives of the class in the presence of the principal hence reduced indiscipline issues in the class.

#### **4.9.3 Principals responses on influence of their supervisory of school activities on students' discipline**

The principals were asked to give their responses about the influence of principals' supervisory activities on student's discipline. The results are as shown in Table 4.37.

**Table 4.37: Principals' responses on influence of their supervisory of school activities on students' discipline**

	Often		Rarely	
	Frequency	Percent	Frequency	Percent
Supervision helps to keep informed of the lessons objectives and how they can be integrated with discipline measures	100	89.3	12	10.7
Principal checks teacher lesson preparedness	99	88.4	13	11.6
Visits teachers in class during teaching to ensure effective time management in class	94	83.9	18	16.1
Checking of students' progress records	100	89.3	12	10.7
Supervision helps with the maintenance of discipline among students for activities in class	97	86.6	15	13.4
Checking / marking of students' workbooks and attendance registers	98	87.5	14	12.5

Students who have discipline do not have disruptive behaviour during a lesson	92	82.1	20	17.9
Disciplined students learn more through the lesson coaching process	88	78.6	24	21.4
The students with discipline allow the teacher time to utilize his teaching skills in class	83	74.1	29	25.9
Supervises co-curriculum activities	100	89.3	12	10.7

N =112

Majority of the principals (100) 89.3 per cent often used supervision to help them remain informed of the lesson objectives and how they can integrate with discipline measures and (12) 10.7 per cent rarely used supervision. This implied that the principal carried out supervision to keep being informed of the lesson objectives to offer support on how they can be integrated with discipline measures. The researcher observed that the lesson objectives should help mitigate issues of discipline. The results agreed with those of Bahri (2014) who noted that supervision helps the teachers to develop their abilities to achieve learning goals. Students discipline can only improve if the teachers are able to meet the objectives of the lesson. The results also agreed with Sarina & Wardiah (2019) who noted that when the teachers' skills are improved in delivering quality of education the discipline among students will be upheld.

A majority (99) 88.4 per cent of the principals indicated that they frequently checked teacher lesson preparedness while (13)11.6 per cent rarely checked teacher preparedness. This implied that principals' frequent checks on teacher lesson preparedness had an impact on quality of teacher/student classroom interactions which eventually had an effect on students' discipline. The researcher observed that the principals appreciated teacher preparedness as a strategy for

maintaining student discipline. The results agreed with those of Mwendia (2018) who urged that supervisory activities are supposed to improve teaching and learning as well as classroom interaction between the teachers, principals and students.

Majority of the principals (94) 83.9 per cent noted that they visited teachers in class during teaching sessions to ensure effective time management by teachers and students while (18) 16.1 per cent rarely visited teachers in class during teaching sessions. This meant that the principals acknowledged their critical role of supervision to ensure compliance to the set quality standards. The results agreed with Gall & Acheson, (2011) who noted that the supervisor is seen to act as another set of eyes holding up a mirror of practice. The researcher observed that with effective time management the students, teachers and the entire school community could achieve their goals.

Most of the principals (100) 89.3 per cent agreed that they checked students' progress records which helped in monitoring student academic development while (12) 10.7 per cent rarely checked students' progress records. The results agreed with Ahmad, Amal & Nayfah, 2013) who noted that supervision is a cornerstone of developing the educational process of all its aspect which should help the teachers in their professional and personal development. The researcher observed that by checking students' progress records the principal is able to get an insight of the quality of education offered in the school which could help him/her make informed decisions.

A majority of the principals (97) 86.6 per cent noted that supervision helped with the maintenance of discipline among students for activities in the lesson while (15) 13.4 were of different opinion. This implied that the principals' presence in class for supervision had an effect on students' discipline. The researcher observed that once there was discipline of the

students then students were able to take part in activities in the lesson being taught. The results agreed with Mavindu (2013) who noted that discipline is a rewarding skill for good performance, conduct and ability to provide individual learners differences. The results agreed with those of Semali and Vumilia (2016) that the task of managing learners discipline is the responsibility of the principal and the teachers hence during supervision students are able to cooperate in the activities within the lesson.

Majority of the principals (98) 87.5 per cent often checked/marked students' workbooks and attendance registers while (14) 12.5 per cent rarely checked/marked students workbooks and attendance registers. This implied that due to supervision students were able to do assignments and attend classes as expected. The researcher observed that there could have been students who were missing class and were identified as chronic absentees and this could be interpreted as a form of indiscipline. The results agreed with Bradley (2015) who noted that students who missed school were identified as chronic absentee which could have resulted from different issues such as alcohol and tobacco use as a result of indiscipline cases.

Majority to the principals (92) 82.1 per cent often noted that disciplined students do not distract the class while (20) 17.9 per cent rarely noted. This implied that due to supervision disciplined students were able to maintain their cool. The results agreed with those of Semali & Vumilia (2016) who noted that learner's behaviour management ensured that lessons were run smoothly. The teacher should model character and teach self-control and acceptance behaviour.

Majority (88) 78.6 per cent of the principals often noted that disciplined students learned more through the lesson coaching and (24) 21.4 per cent rarely noted that disciplined students learned more through the lesson coaching process. This implied that students were able to learn more when the teacher was coaching the students during the lesson. The researcher observed that

disciplined students learned more through lesson coaching from the teachers hence they emulated teachers' discipline. The results agreed with Sieberer - Nagler (2016) who noted that good teachers were able to develop knowledge and understanding especially with the students they taught and were able to do lesson coaching. This will enable students learn from the teacher, emulate, keep the knowledge and understanding that can work for them in the community.

A majority of the principals (83) 74.1 per cent often noted that the students with discipline allowed the teacher time to utilize his teaching skills in class while (29) 25.9 per cent had not. This implied that the students were obedient in class and could follow the rules and regulations that guided them in class. The researcher observed that in the classroom students' were able to follow the rules and regulations of the class hence allowed the teacher time to utilise his skills to teach. The results agreed with those of the Corazon, Virtudazo and Guhao, (2020) who noted that a teacher in class commands discipline for learning to take place.

A Majority of the principals' (100) 89.3 per cent often supervised co-curricular activities while (12) 10.7 rarely supervised co-curricular activities. This implied that the principals not only supervised the core curricular but also nurtured students' talents by engaging them in co-curricular activities. The researcher observed that principals' supervision of co-curricular activities enhanced management of resources and students' discipline.

The study tested the relationship between the variables first by comparing principal's supervision of school activities and students' discipline. The results of the comparison from the independent t-test are as shown in Table 4.38.

**Table 4.38: Group Statistics and Independent T-Test**

		Has principals' supervisory of school activities helped students maintain discipline?		N	Mean	Std. Deviation	Std. Error Mean
Principals	No			126	2.65	1.241	.111
Supervision	Yes			317	3.26	.835	.047

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Principals	Equal variances assumed	71.278	.001	-5.934	441	.001	-.605	.102		-.805	-.404
	Equal variances not assumed			-5.034	171.7	.001	-.605	.120		-.842	-.368

From the group statistics indicated in Table 4.44 the result shows both respondents who agreed and those who disagreed that principals' supervisory of school activities helped students maintain discipline. The results indicated that the principals who used supervisory activities helped students maintain discipline and had a mean of 3.26 while those who did not use supervisory activities had a mean of 2.65 this was lower than the average mean of 2.96. From the independent same tests table, the Levene's tests for equality of variance shows the p-value is 0.001 which means there is a significant difference between principals who use supervisory activities to help students maintain discipline and those who did not. The study also sought to use correlation coefficient to examine the incidences of students' indiscipline with level of students' satisfaction with the supervisory activities of the principal.

**Table 4.39: Correlation data on incidence of students' discipline with levels of students' satisfaction with principal's supervisory activities.**

		Principals Supervisory
Inspecting students' progress records	Pearson	.966
	Correlation	
	Sig. (2-tailed)	.001
	N	443
checking marking of students attendance register	Pearson	.909
	Correlation	
	Sig. (2-tailed)	.001
	N	443
Visiting students in class even when there is no teaching going on	Pearson	.928
	Correlation	
	Sig. (2-tailed)	.001
	N	443
Recording teaching observation such as methodology, learning involvement as teacher teaches	Pearson	.966
	Correlation	
	Sig. (2-tailed)	.001
	N	443
Visiting teachers in classes during teaching	Pearson	.946
	Correlation	
	Sig. (2-tailed)	.001
	N	443

The correlation results indicated there was a strong positive relationship between the principals' supervisory activities on helping students maintain discipline, on areas inspecting student's progress records there was a positive correlation  $r = .966$   $p\text{-value} = 0.001 = 0.00$ , recording teaching observation such as methodology learning involvement as teacher teaches on supervision activities was correlated at  $r = .966$   $p\text{-value} = 0.001 = 0.001$  level of significance on principal's supervisory activities. Visiting students in class even when there is no teaching going on had a strong correlation  $r = .928$   $p\text{-value} = 0.001 = 0.01$  level of significance, this implied that there was strong positive correlation between the visit and principal supervision and principal visiting teachers in classes during teaching also had a strong positive correlation of  $r = .946$   $p\text{-value} = 0.001 = 0.001$  level of significance. Checking marking of students'

attendance register on principal supervision was rated at  $r = .909$   $p\text{-value} = 0.001=0.01$  level of significance. This implied that there was a significance relationship between the incidences of students' discipline with levels of structuring of school vision. The researcher observed that supervision is critical in school activities both for the students as well as for teachers. The results agreed with those of Egwu (2015) in a study on principals' performance in supervision of classroom instructional in Ebonyi State Secondary Schools found that supervision was critical and significant for school instructional activities to run smoothly.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter contains the summary, conclusion and recommendation of the study. The study will also suggest way forward for further research.

### **5.2 Summary of the study**

The purpose of this study was to investigate the influence of principals' management practices on students' discipline in public secondary schools in Kitui County, Kenya. The study was guided by the following research objectives; to establish the influence of principals' involvement of students' in decision-making on students' discipline in public secondary schools in Kitui County, Kenya; to examine the influence of principals' sensitization of students on the school culture on students' discipline; to examine the influence of principals' information dissemination patterns on students' discipline; to establish the influence of the principals information sharing through structuring of a school vision on students' discipline and to determine the influence of principals' supervisory of school activities on students' discipline in public secondary schools in Kitui County, Kenya. Related literature on influence of principals' management practices on students' discipline was reviewed. A theoretical framework and conceptual framework were provided. The study was guided by Situational Theory of Leadership by Paul Hersey and Ken Blanchard (Agrawal, 2007).

The study was guided by descriptive research design. The target population were all the 369 principals, 369 deputy principals and 76071 students in the 369 public secondary schools in Kitui County. The sample was determined by getting a 30 per cent of the population for the sample, however four (4) out of the eight (8) gazetted sub-counties in Kitui were purposively sampled to participate in the study. This was because 30 per cent (2.4 sub-counties) of the eight sub-counties was felt not to be sufficiently representative. Stratified random sampling was

involved to get the groups into small homogenous groups. First the schools were placed into their particular sub-counties and the category of schools. Simple random sampling was used to pick the number of schools from each Sub-County which were to participate in the study. Purposive sampling was also used to select the 112 principals, 112 deputy principals while stratified sampling based on proportional sampling was used to sample the 448 students who participated in the study. The study used three types of instruments; a questionnaire, an interview guide and researcher's observation checklist to collect the required information and a return rate of (443) 98.9 per cent for students, (82) 73.2 per cent for deputy principals and (112) 100 per cent for principals was achieved. The content validity of the instrument was ascertained through supervisors and experts to adjust the instrument appropriately. The reliability of the questionnaires for the student was computed and student questionnaire had a reliability of 0.75 and the deputy principals' questionnaire was at 0.8 correlation coefficient. The data collection procedure was first to get an introductory letter from the University of Nairobi then a Permit was sought from National Commission for Science, Technology and Innovation (NACOSTI). Data cleaning of both quantitative and qualitative data obtained from questionnaires were done. Quantitative data obtained were coded, entered and computed using the Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistics was used to analyse the data, while qualitative data from the principals were put in thematic categories while others were used in narrative form. The data analysis techniques used were descriptive statistics and inferential data through multiple regression and correlation to establish the relation of the dependent and independent variables. The ethical approval and institutional consent was also established. The researcher also assured confidentiality of all the respondents and the results were only for the purpose of the research.

### **5.3 Summary of Findings**

#### **5.3.1 Summary of findings on the influence of principal's involvement of students in decision-making on student's discipline.**

The study established that the average mean on discipline for the 112 schools involved in the study was at 3.00 out of scale of 5 while that of involvement of students in decision making as indicated by the students, deputy principals and principals was at a mean of 3.40. The findings were that majority of the schools (102) which translated to 91.1 per cent had higher means in involvement in decision making than those of discipline. The study also revealed that some schools had same means in discipline but had varied means in decision making while there were schools whose discipline rating was higher whereas student involvement in decision making was rated lower. This implied that there could have been other factors that influenced discipline in those schools. The study also revealed that (388) 87.6 per cent of the students agreed that principals involved them when making decisions concerning discipline in school.

This was complemented by the (55) 67.1 per cent of the deputy principals who concurred with the students on students being allowed to make decisions concerning their discipline concerns. Majority (102) 91.1 per cent of the principals also agreed that they met students for open discussions on their grievances. This implied that the results from the students, deputy principals and the principals agreed that students were involved in decision making in their respective schools. The study also revealed that (291) 80.4 per cent of the students and (70) 85.4 per cent of the deputy principals agreed that principals allowed students to offer suggestions on most issues concerning them and this had enabled them to manage time well. This concurred with the principals who indicated that they involved students to establish school's norms and determine sanctions for indiscipline to mould students' discipline. The study found from 345 (77.8) per cent of the students agreed to have been involved in decision making and this made students more responsible and committed to their work and this impacted

positively on their behaviour. The results concurred with those of (70) 85.4 per cent of the deputy principals who agreed that the students were involved in decision making to enhance discipline in school. The study found that (294) 66.4 per cent of the students disagreed and (122) 27.6 per cent of the students agreed that principals allowed students to give suggestions on the type of rules/ punishment they can be given. The results agreed with those of the (66) 80.5 per cent of the deputy principals who said students were involved in decision making on school rules and regulations to enhance compliance. The study revealed that (97) 86.6 per cent of the principals held meetings with the students to discuss rules and regulation to encourage students take responsibility of their actions. The study revealed that (90) 80.4 per cent of the principals held meeting with students where students' discipline issues were discussed and decisions were made.

The study established that (288) 65 per cent of the students agreed while (114) 25.7 per cent disagreed that the teachers were willing to use recommendations made by students and this had improved discipline. The results concurred with those of (62) 75.6 per cent of the deputy principals who agreed that the students' involvement in decision making was a strong strategy for improving discipline hence creating more time for school work. The results from (65) 79.3 per cent of the deputy principals also noted that they held consultative meetings with the students. The study also revealed that (63) 76.8 per cent of the deputy principals agreed that students' involvement in decision making enhanced openness in discussing their problems with the school authorities. The study revealed from the principals that (99) 88.4 per cent of the principals often attended the consultative meetings with students. It also revealed that (102) 91.1 per cent of the principals said they often made decisions as students shared their grievances with them.

From the t-test p-value  $0.001 < 0.005$  indicated there was no significance meaning students involvement in decision making made no significance difference. The principals determined whether to use a collective decision or whether to make an appropriate decision. The results were also replicated in the linear regression and the correlation data with the p-value  $0.001 < 0.005$  indicating there was no linear relationship between principal's involvement of students in decision making and students' discipline.

### **5.3.2 Influence of principals' sensitization of students on the school culture on students' discipline**

The study established that the average mean on discipline for the 112 schools involved in the study was at 3.0 out of a scale of 5 while that of principals sensitization of school culture as indicated by students, deputy principals and principals was at 3.43. The findings were also that majority of the schools (106) which translated to 94.6 per cent recorded means above 3.0 for principals sensitization of the school culture than those of discipline. The researcher observed that principal sensitization of the school culture ratings were higher than those of discipline for most of the schools and that there were schools where discipline ratings were higher than those of principals' sensitization of school culture. The researcher also observed that whereas some schools had the same means in discipline the means on principals' sensitization of school culture were different. This implied that there could have been other factors that influenced discipline in those schools.

The study further revealed that (113) 70.6 per cent of the students agreed that principals' interacts with students on giving and receiving feedback on discipline issues. The results from (40) 48.8 per cent of the deputy principals agreed that the principals interacted with students on giving and receiving feedback on discipline issues. The results from (80) 71.4 per cent of the principals showed that they often gave clear directions to the students on issues to do with students' discipline.

The study revealed that (259) 58.5 per cent of the students agreed that the principal allow students to share their different experiences during principal-students meetings. The results from the (45) 54.9 per cent of the deputy principals agreed that the principals used students' experiences to communicate discipline issues. The results from (65) 58 per cent of the principals revealed that often the principal interaction were informative hence creating a culture where students would share their mind.

The study established that (223) 50.3 per cent of the students disagreed with principals using students' experiences to communicate discipline issues. The results from the (45) 54.9 per cent of the deputy principals agreed that the principals used students' experiences to communicate discipline issues. The results from (67) 59.8 per cent of the principals often helped the students feel a sense of belonging when the values, motto, vision and mission were printed clearly on the cover of the school exercise as a constant reminder to the students of the school culture that guide them on discipline issues.

The study revealed that (196) 44.2 per cent of the students disagreed with principals allowing students to participate in creating school norms that conditions them to behave in a certain way. The study revealed that (44) 53.7 per cent of the deputy principals' agreed that the principal allows students to participate in creating school norms that conditions them to behave in a certain way.

The study revealed that (321) 72.5 per cent of the students disagreed that the principals have shared school values to help students maintain discipline. The results from (38) 46.3 per cent deputy principals revealed they agreed that the principal have shared school core values to help students maintain discipline. From the principals interviews the study revealed that (81) 72.3

per cent of the principals often shared core values of the school with the students to help maintain discipline. The results from the principal and deputy principal disagreed with those of the students who felt that the core school values were not shared by a majority of the principals.

The study established that the p-value  $0.01 > 0.005$  level of significance meaning there was no significant difference between principals' sensitisation of the school culture on students' discipline. However, from the correlated data p-value =  $0.001 < 0.005$  level of significance indicating there is no significance difference between principals' sensitisation of the school culture on the student's discipline.

### **5.3.3 Influence of principals' information sharing with student leaders on students' discipline**

The study established that the average mean on discipline for the 112 schools involved in the study was at 3.0 out of a scale of 5 while that of principals' information sharing as indicated by the students, deputy principals and principals was at 3.44. The study findings were that majority of the schools (101) which translated to 90.2 per cent recorded high means on principals information sharing and low means on discipline whereas some schools had same means on discipline but with different means on principals information sharing. This implied that although the level of principals' information sharing mattered on impacting on students discipline there could have been other factors that influenced students' discipline.

The study further revealed that (392) 88.5 per cent of the students agreed that principals' information sharing helps to control students' behaviour and improves discipline. The study found that (397) 89.6 per cent of the students agreed that they were well informed about their school. The results from (74) 90.3 per cent of the deputy principals agreed that information sharing made students well informed about the school. The study also revealed from (100) 89.3

per cent of the principals agreed that information sharing often created an understanding between the principal and the students on discipline issues.

The study established that (375) 84.6 per cent of the students agreed that the school administration held meeting with students. The study revealed that (75) 91.5 per cent of the deputy principals agreed that sharing information helped control students behaviour hence improved discipline. The study established from (98) 87.5 per cent of the principals that the information sharing often reduces misconceptions between the principals and the students hence reducing indiscipline cases.

The study revealed (395) 89.1 per cent of the students agreed that shared information motivates students' self-discipline. The study revealed that (74) 90.2 per cent of the deputy principals agreed that information sharing motivates students' self-discipline. The study revealed from (96) 85.7 per cent of the principals noted that information sharing often helped the principal to address the root cause of indiscipline among students.

The study revealed (402) 90.7 per cent of the students agreed that shared information enhanced students' discipline. The study established that (72) 87.8 per cent of the deputy principals agreed that information sharing through meetings held by the school administration was helpful in maintaining discipline. The study also revealed that (87) 77.7 per cent of the principals often felt that information sharing between the principal and the students helps build trusting relationships hence reducing indiscipline cases among students.

The study revealed that (377) 85.1 per cent students agreed that information sharing helps the students to give their views about the school. The study also revealed that (77) 93.9 per cent of the deputy principals agreed that information sharing enhanced students discipline. The study

also revealed that (80) 71.4 per cent of the principals noted they often use information sharing to help them receive feedback on how students view the school.

From the t-test on the independent sample test, the p-value  $0.001 > 0.005$  level of significance indicating there is no significance difference between principals' information sharing on student's discipline and those who did not share information. This means research Hypothesis There is a significance difference between principals' information sharing with students on students' discipline. The results from the linear regression and correlation tables were of a different opinion with a p-value of  $0.001 < 0.005$  showing that there was no significance difference. This may mean there were other variable that affected the students discipline other than decision making. These factors include holding meetings with and ensuring they were well informed.

#### **5.3.4 Establish the influence of principals' information sharing through structuring of a school vision on students' discipline**

The study sought to establish the influence of Principals' use of school vision on students' discipline. The findings of the study revealed that the means for each of the 112 schools involved in the study. The average mean on discipline for all schools was at 2.96 while that of the principals' use of school vision as indicated by the students, deputy principals and principals was at 3.43.

The researcher observed that levels of principals' use of school vision were rated higher in 96 out of 112 schools compared to discipline ratings in the same schools. Three schools whose discipline means were 4.5 each recorded different means in principals' use of school vision on students' discipline.

The study also revealed that (295) 66.6 per cent of the students agreed that they participated in the structuring of the school vision on students' discipline. The study also established that (68) 82.9 per cent of the deputy principals agreed that often the principals involved students in structuring the school vision on students' discipline. The results from (90) 80.4 per cent of the principals often involved the school community in developing of the school vision and this had improved students discipline.

The study established that (250) 56.4 per cent of the students agreed that the principal kept reminding students of the school vision. The study also revealed that (66) 80.5 per cent of the deputy principals noted that often the principal kept reminding students of the school vision. The results from the (85) 75.9 per cent of the principals acknowledged the importance of the school community in sharing a vision on the improvement of students' discipline

The study revealed that (244) 55.1 per cent of the students agreed that the principal shared the vision on the notice board as a reminder of the school. The study also revealed that the (57) 69.5 per cent of the deputy principals noted that often the principal shared the vision on the notice board as a reminder of the school expectation. The study revealed from (73) 65.2 per cent of the principals often supported the positive school climate development hence reducing indiscipline cases among students.

The study found out that from the t-test on the independent sample test, the p-value  $0.001 > 0.005$  level of significance indicating there is no significance difference between principals' structuring of school vision on students discipline.

### **5.3.5 Influence of principals' supervision of school activities on students' discipline**

The study sought to establish the influence of principals' supervisory activities on students' discipline. The study revealed that the average mean on discipline for all the schools was at 3.00 while that of the principals' supervision of school activities as indicated by the students, deputy principals and principals was at 4.45

The study findings for majority of the schools (98) which translated to 87.5 per cent showed high means for principals' supervision of school activities as compared to discipline means. The study also revealed that some schools had same means for discipline and different means for principals' supervision of activities. This could imply that principal's supervision of school activities did not have a significant influence on students' discipline. The researcher also observed that there were schools with higher means for discipline than those of principals' supervision of school activities. This implied that there could have been other factors that influenced discipline in these schools.

The study also established that (366) 82.7 per cent of the students agreed that principal checked on students' class attendance registers. This concurred with (80) 97.6 per cent of the deputy principal's and (98) 87.5 per cent of the principals who agreed that principals checked students' class attendance registers. It also revealed that (357) 80.6 per cent of the students agreed that the principals inspected students' progress records. The results agreed with those of (75) 91.5 per cent of the deputy principals and (100) 89.3 per cent of the principals who concurred that principals inspected students' progress records.

The study established that p-value is at  $0.001 < 0.005$  level of significance, meaning there is no significant difference between principal's supervisory activities and students discipline. This implies that there are factors that affect students discipline such as inspecting student progress, by recording teaching observations and principal visiting teacher in class for observation.

## **5.4 Conclusions**

The following conclusions were drawn from the study:

The study concludes that involvement of students in decision making by the principal did not significantly contribute to students' discipline but rather there were other factors such as student's commitment to their work, suggesting rules and punishment and teachers willingness to use recommendations made by students that may have contributed to students' discipline.

On the influence of principals' sensitisation of students on the school culture on students' discipline, there was no significant influence of principal's sensitisation of students on school culture on student's discipline. There may be other factors that influence students' discipline which may include and not limited to principals' interactions with students to receive and give feedback on discipline issues which allowed the principal to give clear directions on issues concerning students. Another factor being that the principal allowing students to share their experiences, get more information and to talk of issues that affected them on a daily basis.

The study concludes that information dissemination patterns used between the principal and the students had no influence on students discipline but rather there could have been other factors such as being informed about the school, holding meetings and self-discipline that would have made a difference in students' discipline.

The study concludes that there are other factors that influence principals use of information sharing through structuring of the school vision on students discipline. Hence there were other factors influencing students discipline other than the structuring of school vision.

The study concludes that there is no significance between principals structuring of school vision and students discipline but rather there are other factors that may influence students' discipline.

## **5.5 Recommendations**

The following recommendations were drawn.

School principals should continue involving students in the decision making process as a strategy of maintaining students' discipline. That the principal should endeavour to explore all the factors that could positively influence students discipline such as holding consultative meetings with the students, allowing students to give suggestions on school rules/punishments, establishing of the school norms as well determining sanctions of discipline. The principal should therefore, endeavour to look for other areas where students' involvement in decision making could help in maintenance of school discipline.

The ministry of education should review the discipline policy with a view of making it more practical.

The study recommends that school principals should seek more ways of sensitising students on the school culture such as inviting external experts like counsellors, motivational speakers to talk students and at the same time allowing students to share, receive and give feedback on issues affecting them especially on discipline among students. Students views about the school are very important in helping the principal to address issues that arise from the students hence maintain discipline among students. The principal should sensitize parents on their roles concerning their children's discipline issues.

The study recommends that the principal should take into consideration information sharing process since this help student to take control of their behaviour. Students are also informed of their school hence creating an understanding between the principals and the students on discipline issues. The principal should also hold meetings with the students to help reduce misconceptions and may also motivate students to have self-discipline since the root cause of

the problem is addressed. The Ministry of Education should organise annual trainings for student leaders on how to manage their peers.

There is need for school principal to involve parents, teachers and students in structuring of school vision on discipline and keep reminding them on the school vision through school assembly, on the notice board to help students to own up the vision on school discipline. This means the behaviours will be focused to the goals of the school from the vision. That the school administration should capacity build teachers and strengthen the guidance and counselling department so that students discipline concerns can be effectively addressed.

There is need for principal to continue carrying out different supervisory activities within the school such as inspection of class register, students' progress carrying out class observation and visiting the class since they will help in maintaining students' discipline. The Ministry of Education should make training on discipline management mandatory for all teachers.

### **5.6 Suggestions for further research**

The following are the suggestions for further research

- i)** A study on the effectiveness of principal's supervision of teachers in classroom on students' discipline could be carried out.
- ii)** A study should be carried out on the influence of principals' sensitization of students on school culture on their academic performance in Kenya Certificate of Secondary Education (KCSE).
- iii)** A Study should be done to examine the level of teacher preparedness on students discipline management.

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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

Kimanzi Annie Kasau  
University of Nairobi  
Department of Educational  
Administration and Planning  
P.O. Box 30198,  
Nairobi

The Principal

\_\_\_\_\_ Secondary School

P. O. Box \_\_\_\_\_

#### **RE: PERMISSION TO CARRY OUT RESEARCH**

I am a postgraduate student at the University of Nairobi pursuing a doctorate degree in education. I am carrying out a research entitled *Influence of Principals Management Practices on Students' Discipline in Public Secondary Schools in Kitui County, Kenya*. The attached questionnaire is aimed at obtaining relevant information about your school in connection to the research. Your response will be used for the purpose of this study only, while your identity will be kept confidential. Please complete all the sections as objectively as possible.

Thank you.

Yours faithfully,

Kimanzi Annie Kasau

## APPENDIX B: QUESTIONNAIRE FOR THE DEPUTY PRINCIPAL

This questionnaire is aimed at collecting information about the influence of principals' management practices on student discipline in public secondary schools. The information you give will be held in total confidence and used only for the purpose of the study.

### SECTION A

1. What is your gender      Male (   )                      Female      (   )
2. Which is your age bracket? (in years) Between    20 - 29 (   ) 30 - 39 (   ) 40 - 49 (   )  
50 years and above (   )
3. What is your level of education  
PhD (   ) Master (   ) Bachelor Degree (   ) Diploma (   )
4. Types of discipline issues experienced in the school

Type of discipline issue	Very common	Highly common	Fairly common	Lowly common	Not at all
Cases of drugs & substance abuse					
Students bullying					
Property arson and destruction					
Strikes and demonstrations					
Theft among students					
Absconding of duties					

**Section B: Influence of principals' involvement of stakeholders in Decision-making on student discipline**

Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking (√) your view at the boxes provided. SA-Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD-Strongly disagree.

Statement	SA	A	U	D	SD
	5	4	3	2	1
Students are allowed to make decisions concerning their discipline concerns.					
Student involvement in decision making enhances discipline in schools.					
Students' decision making is a strong strategy for improving discipline.					
Involvement of students in decision-making on school rules and regulations has enhanced compliance and student discipline.					
The principal holds consultative meetings with students					
Involvement of students in decision making has enhanced openness in discussing their problems with the school authorities.					

To what extent does principal's involvement of students' in decision making influence students discipline?

**Section C: The influence of principal sensitization of school culture on students’ discipline**

Statement	SA 5	A 4	U 3	D 2	SD 1
The principal interacts with the students on giving and receiving feedback on discipline issues					
The principal allows students to share their different experiences during principal students meetings					
The principal uses students experience to communicate discipline issues					
The principal allows students participated in creating school norms that conditions them to behave in a certain way					
The principal have shared school values to help students maintain discipline					
The principal allows students to share their challenges in an open door policies					

To what extent does the principal’s sensitization of the school culture influence students’ discipline? Very High Extent [ ]      High Extent [ ]      Fairly High Extent [ ]  
 Low Extent [ ]      Not at all [ ]

**Section D: Influence of principals’ Information Sharing on Student discipline**

Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking (√) your view at the boxes provided. SA-Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD-Strongly disagree.

Statement	SA	A	U	D	SD
	5	4	3	2	1
The principal provides relevant information to students.					
Students are given information timely					
Information sharing helps to control the behaviour of students hence improve discipline.					
Information sharing helps motivate students					
Through information sharing, students show their satisfaction or feelings of frustration about the school.					
Information sharing is by both the students and the principal					
The medium of information sharing are appropriate					

To what extent does the principal's information sharing influence students discipline?

Very High Extent [ ]      High Extent [ ]      Fairly High Extent [ ]  
 Low Extent [ ]      Not at all [ ]

**Section E: Principal's use of school vision influence discipline.**

Does the school principal keep reminding students of the school vision?

Yes [ ]      No [ ]

Is the vision a shared on the notice board as reminder of the school expectations?

Yes [ ]      No [ ]

Does the school vision ensure students discipline in any way?

Yes [ ] No [ ]

If yes, explain your answer

.....

To what extent does the principal's use of school vision influence students discipline?

Very High Extent [ ] High Extent [ ] Fairly High Extent [ ]  
 Low Extent [ ] Not at all [ ]

**Section F: Influence of principals' supervisory activities on students discipline**

Please indicate by ticking (√) your view at the boxes provided. SA-Strongly Agree, A- Agree, U-Undecided, D- Disagree, SD-Strongly disagree.

Statement	SA	A	U	D	SD
	5	4	3	2	1
Visiting teachers in classes during teaching					
Visiting students in class even when there is no teaching going on					
Sitting in class and observing teacher's teaching					
Recording teaching observation such as methodology, learning involvement as teacher teaches					
Discussing lesson observation with guiding teacher on pedagogy					
Supervising teachers schemes of work					
Checking teacher's lesson plan					
Inspecting records of work covered					
Checking marking of students attendance register					



## APPENDIX C: STUDENTS' QUESTIONNAIRE

This questionnaire is aimed at collecting information about factors that influence student leadership effectiveness in secondary schools. The information you give will be held in total confidence and used only for the purpose of the study.

### SECTION A: Student background information

1. What is your gender?      Male    (    )                      Female    (    )
2. In what class are you in?      F 2    (    )                      F3    (    )
3. How old are you? .....
4. Types of discipline issues experienced in the school

Type of discipline issue	Very common	Highly common	Fairly common	Lowly common	Not at all
Cases of drugs & substance abuse					
Students bullying					
Property arson and destruction					
Strikes and demonstrations					
Theft among students					
Absconding of duties					

### SECTION B: Influence of principals' involvement of student in Decision-making on students discipline

Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking (√) your view at the boxes provided. SA-Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD-Strongly disagree.

Statement	SA	A	U	D	SD

	5	4	3	2	1
The principal makes decisions concerning discipline in the school					
Students are allowed to give suggestions on the type of rules/punishment they can be given					
Teachers are willing to use recommendations made by student's and this has improved discipline					
Students decision making has made students more responsible and committed to their work which has contributed to improved academic performance					
Student are allowed to offer suggestions on most issues concerning them and this has enabled them to manage time well					

To what extent does student involvement in decision making influence student discipline?

Very High Extent [ ]      High Extent [ ]      Fairly High Extent [ ]  
 Low Extent [ ]      Not at all [ ]

**Section C: The influence of principal's sensitization of school culture on students' discipline**

Statement	SA	A	U	D	SD
	5	4	3	2	1
The principal interacts with the students on giving and receiving feedback on discipline issues					

The principal allows students to share their different experiences during principal students meetings					
The principal uses students experience to communicate discipline issues					
The principal allows students participated in creating school norms that conditions them to behave in a certain way					
The principal have shared school values to help students maintain discipline					
The principal allows students to share their challenges in an open door policies					

To what extent does the principal’s sensitization of the school culture influence students’ discipline? Very High Extent [ ]      High Extent [ ]      Fairly High Extent [ ]  
Low Extent [ ]      Not at all [ ]

**Section D: Influence of principals’ Information Sharing with Student on students discipline**

Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking (√) your view at the boxes provided. SA-Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD-Strongly disagree.

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Students are well informed about their school					
School administration and student leaders hold meetings					
Information sharing enhances student discipline.					

Information sharing motivates students.					
Information sharing helps control student behaviour hence improved discipline.					
Information sharing helps the student to give their views about their school.					

To what extent has information sharing influence students discipline?

Very High Extent [ ]      High Extent [ ]      Fairly High Extent [ ]  
 Low Extent [ ]      Not at all [ ]

**Section E: Use of School vision on student’s discipline**

Does the school principal keep reminding students of the school vision?

Yes [ ]      No [ ]

Is the vision a shared on the notice board as reminder of the school expectations?

Yes [ ]      No [ ]

Does the school vision ensure students discipline in any way?

Yes [ ]      No [ ]

If yes, explain your answer

.....

To what extent has principal’s sensitization of school vision influenced students’ discipline?

Very High Extent [ ]      High Extent [ ]      Fairly High Extent [ ]  
 Low Extent [ ]      Not at all [ ]

**Section F: Influence of principals' supervisory of school activities on students' discipline**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Visiting teachers in classes during teaching					
Visiting students in class even when there is no teaching going on					
Sitting in class and observing teacher's teaching					
Recording teaching observation such as methodology, learning involvement as teacher teaches					
Checking marking of students attendance register					
Inspecting students' progress records					

To what extent has principals' supervisory of school activities influenced students discipline?

Very High Extent [ ]

High Extent [ ]

Fairly High Extent [ ]

Low Extent [ ]

Not at all [ ]

**Thanks for your cooperation**

## **APPENDIX D : INTERVIEW GUIDE FOR THE PRINCIPALS**

- 1.** What is your opinion of the relationship between the involvement of students in decision making and students discipline in your school?
- 2.** How often do you hold consultative meetings with student?
- 3.** What issues are discussed in these meetings?
- 4.** Are the decision made on discipline implemented?
- 5.** What is the general impact of the involvement of the stakeholders in decision making on students discipline?
- 6.** How does the school culture influence students' culture?
- 7.** Does the school share a common vision?
- 8.** How does the vision influence on discipline issues?
- 9.** In your own opinion do you value information sharing with student?
- 10.** What impact has information sharing with student have on students' sc discipline?
- 11.** What are benefits reaped from information sharing between the school administration and the students on areas of discipline?
- 12.** How has your supervisory of activities in the school impacted on students' discipline?
- 13.** Do you think your ways of supervision has any impact on students' discipline?

**APPENDIX E: RATING OF DISCIPLINE AND STUDENTS INVOLVEMENT IN  
DECISION MAKING**

School S/ No.	Discipline	Decision Making			
		Mean	Students	Deputy Principal	Principal
1.	4.50	4.25	5.00	4.90	4.72
2.	4.50	4.15	4.60	4.80	4.52
3.	4.50	4.25	4.60	4.80	4.55
4.	4.50	4.25	5.00	4.90	4.72
5.	4.38	4.20	4.40	4.70	4.43
6.	4.13	4.00	4.40	4.80	4.40
7.	4.13	4.15	4.40	4.60	4.38
8.	4.00	4.00	4.40	4.40	4.30
9.	3.88	4.00	4.40	4.60	4.33
10.	3.88	4.00	4.40	4.80	4.40
11.	3.75	4.05	4.40	4.70	4.38
12.	4.13	3.45	3.60	3.60	3.55
13.	4.00	3.45	3.60	3.60	3.55
14.	3.88	3.45	3.60	3.80	3.62
15.	3.88	3.40	3.60	3.60	3.53
16.	3.63	3.40	3.60	3.60	3.53
17.	3.25	3.40	3.60	3.80	3.60
18.	3.13	3.30	3.60	3.80	3.60
19.	2.88	2.95	3.20	3.60	3.25
20.	3.00	3.30	3.60	3.60	3.50
21.	2.88	2.95	3.20	3.20	3.12

22.	2.75	2.95	3.20	3.60	3.25
23.	2.63	3.30	3.60	3.80	3.57
24.	2.50	2.95	3.20	3.60	3.25
25.	2.50	2.95	3.20	3.60	3.25
26.	2.75	2.80	3.20	3.20	3.07
27.	2.63	2.70	3.20	3.20	3.03
28.	2.38	2.80	3.20	3.20	3.07
29.	2.50	2.70	3.20	3.00	2.97
30.	2.38	2.70	3.20	3.00	2.97
31.	2.50	2.70	3.20	3.00	2.97
32.	2.75	2.80	3.20	3.00	3.00
33.	2.75	2.95	3.30	3.20	3.15
34.	3.50	3.55	3.60	3.40	3.52
35.	3.38	3.40	3.60	3.50	3.50
36.	3.25	2.95	3.20	3.50	3.22
37.	3.63	4.00	4.40	4.50	4.30
38.	2.88	2.95	3.20	3.00	3.05
39.	2.75	2.70	3.20	3.20	3.03
40.	2.75	2.80	3.20	3.20	3.07
41.	2.63	2.80	3.00	3.50	3.10
42.	2.88	2.60	3.00	3.40	3.00
43.	3.00	3.55	3.60	3.80	3.65
44.	3.00	3.30	3.60	3.80	3.57
45.	3.00	3.00	3.60	3.80	3.47
46.	3.00	3.00	3.20	3.80	3.33

47.	3.00	3.00	3.20	3.60	3.27
48.	3.00	3.00	3.20	3.60	3.27
49.	3.00	2.95	3.20	3.60	3.25
50.	3.00	2.80	3.20	3.60	3.20
51.	3.00	2.70	3.00	3.20	2.97
52.	3.13	3.3	3.60	3.80	3.57
53.	2.88	2.90	3.20	3.60	3.23
54.	2.75	2.70	3.00	3.60	3.10
55.	2.75	2.90	3.00	3.50	3.13
56.	2.63	2.80	3.00	3.50	3.10
57.	2.63	2.95	3.20	3.60	3.25
58.	2.88	3.30	3.60	3.80	3.57
59.	2.63	3.40	3.60	3.80	3.60
60.	2.63	2.95	3.00	3.60	3.18
61.	2.50	2.70	3.00	3.60	3.10
62.	2.38	2.70	3.00	3.60	3.10
63.	2.38	2.70	3.00	3.50	3.07
64.	2.50	2.80	3.00	3.50	3.10
65.	2.50	2.80	3.20	3.80	3.27
66.	2.63	2.60	3.00	3.30	2.97
67.	2.50	2.80	3.20	3.30	3.10
68.	2.50	2.70	3.20	3.30	3.07
69.	2.50	2.80	3.20	3.60	3.20
70.	3.50	3.50	3.60	3.80	3.63
71.	2.88	3.30	3.60	3.80	3.57

72.	2.75	3.30	3.60	3.90	3.60
73.	2.63	2.95	3.00	3.20	3.05
74.	2.50	2.70	3.00	3.50	3.07
75.	2.50	2.70	3.00	3.20	2.97
76.	2.38	2.95	3.20	3.60	3.25
77.	2.75	3.00	3.60	3.80	3.47
78.	2.63	2.95	3.20	3.60	3.25
79.	2.50	2.70	3.00	3.40	3.03
80.	2.50	2.70	3.00	3.40	3.03
81.	2.88	3.00	3.20	3.60	3.27
82.	2.75	2.95	3.20	3.80	3.32
83.	2.88	2.95	3.20	3.80	3.32
84.	3.38	2.95	3.20	3.60	3.25
85.	2.88	2.70	3.00	3.50	3.07
86.	2.75	2.95	3.20	3.60	3.25
87.	3.13	2.95	3.20	3.40	3.18
88.	2.88	2.70	3.00	3.60	3.10
89.	2.75	2.70	3.00	3.60	3.10
90.	2.63	2.60	3.00	3.60	3.07
91.	2.50	2.60	3.00	3.50	3.03
92.	2.63	2.60	3.00	3.50	3.03
93.	2.88	3.30	3.60	3.80	3.57
94.	2.88	3.00	3.20	3.40	3.20
95.	2.88	2.95	3.00	3.60	3.18
96.	2.88	3.00	3.20	3.40	3.20

97.	3.13	3.90	4.40	4.60	4.30
98.	3.25	3.55	3.60	3.80	3.65
99.	2.88	2.95	3.20	3.80	3.32
100.	2.88	2.95	3.00	3.60	3.18
101.	2.75	2.95	3.20	3.60	3.25
102.	2.63	2.95	3.20	3.60	3.25
103.	2.63	2.70	3.00	3.60	3.10
104.	2.50	2.70	3.00	3.60	3.10
105.	2.63	3.00	3.00	3.60	3.20
106.	2.50	2.95	3.20	3.40	3.18
107.	2.25	2.95	3.20	3.60	3.25
108.	2.25	2.60	3.00	3.20	2.93
109.	2.13	2.70	3.00	3.20	2.97
110.	2.13	2.95	3.20	3.60	3.25
111.	2.25	2.70	3.10	3.30	3.03
112.	2.63	2.60	3.20	3.35	3.05
<b>Total</b>	<b>330.28</b>				<b>378.08</b>
<b>Mean</b>	<b>2.95</b>				<b>3.38</b>

Average mean on discipline 2.95 Average mean on decision making 3.38

**APPENDIX F: SCHOOL RATING ON DISCIPLINE AND INFORMATION SHARING**

School S/No.	Discipline	Principal's Information sharing			
		Students	Deputy Principal	Principal	Overall Mean
1.	4.50	4.55	4.75	4.80	4.70
2.	4.50	4.40	4.75	4.90	4.68
3.	4.50	4.55	4.65	4.80	4.58
4.	4.50	4.30	4.75	4.70	4.50
5.	4.38	4.30	4.65	4.55	4.25
6.	4.13	4.20	4.25	4.30	4.48
7.	4.13	4.55	4.40	4.50	4.43
8.	4.00	4.00	4.40	4.40	4.27
9.	3.88	3.90	4.35	4.60	4.28
10.	3.88	4.20	4.20	4.50	4.30
11.	3.75	4.30	4.30	4.30	4.32
12.	3.13	3.90	4.30	4.70	4.30
13.	4.13	3.65	3.50	3.90	3.68
14.	4.00	3.65	3.30	3.70	3.55
15.	3.88	3.75	3.40	3.60	3.58
16.	3.88	3.60	3.50	3.90	3.67
17.	3.63	3.30	3.40	3.60	3.43
18.	3.25	3.50	3.50	3.80	3.60
19.	3.13	3.30	3.60	3.90	3.60
20.	2.88	2.80	3.20	3.80	3.27
21.	3.00	3.40	3.60	3.60	3.53
22.	2.88	3.10	3.20	3.60	3.30
23.	2.75	2.85	3.20	3.70	3.25
24.	2.63	3.60	3.60	3.60	3.60

<b>25.</b>	2.50	2.95	3.20	3.60	3.25
<b>26.</b>	2.50	2.95	3.20	3.50	3.22
<b>27.</b>	2.75	2.90	3.30	3.40	3.20
<b>28.</b>	2.63	2.90	3.40	3.20	3.17
<b>29.</b>	2.38	2.70	3.40	3.30	3.13
<b>30.</b>	2.50	2.80	3.20	3.40	3.13
<b>31.</b>	2.38	2.70	3.00	3.70	3.13
<b>32.</b>	2.50	2.70	3.00	3.70	3.13
<b>33.</b>	2.75	2.90	3.00	3.60	3.17
<b>34.</b>	2.75	2.95	3.50	3.60	3.35
<b>35.</b>	3.50	3.65	3.50	3.40	3.52
<b>36.</b>	3.38	3.40	3.40	3.50	3.43
<b>37.</b>	3.25	2.75	3.30	3.40	3.15
<b>38.</b>	3.63	4.00	4.30	4.40	4.23
<b>39.</b>	2.88	2.95	3.20	3.40	3.18
<b>40.</b>	2.75	2.50	3.40	3.30	3.07
<b>41.</b>	2.75	2.90	3.50	3.30	3.23
<b>42.</b>	2.63	2.60	3.60	3.80	3.33
<b>43.</b>	2.88	2.80	3.40	3.50	3.23
<b>44.</b>	3.00	3.55	3.60	3.70	3.62
<b>45.</b>	3.00	3.70	3.80	3.90	3.80
<b>46.</b>	3.00	3.30	3.70	3.75	3.58

<b>47.</b>	3.00	3.00	3.30	3.80	3.37
<b>48.</b>	3.00	3.00	3.50	3.80	3.43
<b>49.</b>	3.00	3.00	3.40	3.60	3.33
<b>50.</b>	3.00	2.25	3.10	3.75	3.03
<b>51.</b>	3.00	2.40	3.00	3.75	3.05
<b>52.</b>	3.00	2.30	3.50	3.70	3.17
<b>53.</b>	3.13	3.20	3.70	3.80	3.57
<b>54.</b>	2.88	2.90	3.50	3.80	3.40
<b>55.</b>	2.75	2.70	3.30	3.60	3.20
<b>56.</b>	2.75	2.90	3.30	3.40	3.20
<b>57.</b>	2.63	2.75	3.00	3.60	3.12
<b>58.</b>	2.63	2.80	3.40	3.50	3.23
<b>59.</b>	2.88	3.40	3.50	3.90	3.60
<b>60.</b>	2.63	3.20	3.50	3.90	3.53
<b>61.</b>	2.63	2.85	3.50	3.70	3.35
<b>62.</b>	2.50	2.75	3.20	3.60	3.18
<b>63.</b>	2.38	2.95	3.00	3.70	3.22
<b>64.</b>	2.38	2.80	3.00	3.80	3.20
<b>65.</b>	2.50	2.70	3.20	3.70	3.20
<b>66.</b>	2.50	2.60	3.20	3.90	3.23
<b>67.</b>	2.63	2.70	3.20	3.60	3.17
<b>68.</b>	2.50	2.60	3.20	3.70	3.17

<b>69.</b>	2.50	2.50	3.20	3.50	3.07
<b>70.</b>	2.50	2.70	3.40	3.70	3.27
<b>71.</b>	3.50	3.30	3.60	3.70	3.53
<b>72.</b>	2.88	3.40	3.70	3.90	3.67
<b>73.</b>	2.75	3.30	3.30	4.00	3.53
<b>74.</b>	2.63	2.80	3.40	3.60	3.27
<b>75.</b>	2.50	2.70	3.40	3.70	3.27
<b>76.</b>	2.50	2.90	3.45	3.30	3.22
<b>77.</b>	2.38	2.60	3.15	3.70	3.15
<b>78.</b>	2.75	3.30	3.45	3.90	3.55
<b>79.</b>	2.63	3.50	3.25	3.70	3.48
<b>80.</b>	2.50	2.50	3.50	3.50	3.17
<b>81.</b>	2.50	2.60	3.60	3.30	3.17
<b>82.</b>	2.88	3.00	3.60	3.70	3.43
<b>83.</b>	2.75	2.90	3.60	3.90	3.47
<b>84.</b>	2.88	2.90	3.30	3.70	3.30
<b>85.</b>	3.38	2.90	3.40	3.70	3.33
<b>86.</b>	2.88	2.90	3.50	3.70	3.37
<b>87.</b>	2.75	2.90	3.00	3.70	3.20
<b>88.</b>	3.13	3.00	3.30	3.50	3.27
<b>89.</b>	2.88	2.65	3.00	3.50	3.05
<b>90.</b>	2.75	2.40	3.00	3.70	3.03

<b>91.</b>	2.63	2.70	3.00	3.70	3.13
<b>92.</b>	2.50	2.90	3.20	3.70	3.27
<b>93.</b>	2.63	2.95	3.50	3.60	3.35
<b>94.</b>	2.88	3.20	3.60	3.70	3.50
<b>95.</b>	2.88	3.00	3.40	3.40	3.27
<b>96.</b>	2.88	2.95	3.50	3.50	3.31
<b>97.</b>	2.88	3.00	3.30	3.30	3.20
<b>98.</b>	3.25	3.50	3.45	3.60	3.52
<b>99.</b>	2.88	2.95	3.20	3.80	3.32
<b>100.</b>	2.88	2.90	3.40	3.50	3.27
<b>101.</b>	2.75	2.75	3.55	3.50	3.27
<b>102.</b>	2.63	2.85	3.45	3.50	3.27
<b>103.</b>	2.63	2.80	3.60	3.45	3.28
<b>104.</b>	2.50	2.50	3.40	3.65	3.18
<b>105.</b>	2.63	3.10	3.20	3.55	3.28
<b>106.</b>	2.50	3.05	3.30	3.30	3.22
<b>107.</b>	2.25	2.85	3.30	3.50	3.22
<b>108.</b>	2.25	2.80	3.10	3.50	3.13
<b>109.</b>	2.13	2.80	3.20	3.00	3.00
<b>110.</b>	2.13	2.80	3.00	3.00	2.93
<b>111.</b>	2.25	2.75	3.20	3.00	2.98
<b>112.</b>	2.70	2.65	3.00	3.10	2.92
<b>Total</b>	<b>330.35</b>				<b>383.97</b>
<b>Mean</b>	<b>2.95</b>				<b>3.43</b>

Average mean on discipline was 2.95 and average mean on information sharing was 3.43

**APPENDIX G: SCHOOL RATING ON DISCIPLINE AND INFLUENCE OF PRINCIPALS' SENSITIZATION OF SCHOOL'S CULTURE ON STUDENT'S DISCIPLINE**

School S/No.	Discipline	Principal's sensitization of school's culture			
		Mean	Students	Deputy Principal	Principal
1.	4.5	4.14	3.85	4.55	4.18
2.	4.5	4.13	3.89	4.25	4.09
3.	4.5	4.15	3.8	4.1	4.02
4.	4.5	4	3.85	4.25	4.03
5.	4.38	4	3.89	4.3	4.06
6.	4.13	4.11	3.74	4.25	4.03
7.	4.13	4.15	3.98	4.25	4.13
8.	4	4.1	3.92	4.35	4.12
9.	3.88	3.64	3.8	4.4	3.95
10.	3.88	4	3.65	4.25	3.97
11.	3.75	4.1	3.75	4.15	127.75
12.	3.13	3.62	3.8	4.2	3.87
13.	4.13	3.55	3.4	4	3.65
14.	4	3.95	3.9	4	3.95
15.	3.88	3.84	3.81	3.9	3.85
16.	3.88	3.9	3.85	3.9	3.88
17.	3.63	3.7	3.8	3.8	3.77
18.	3.25	3.85	3.65	3.8	3.77
19.	3.13	3.65	3.75	4	3.80
20.	2.88	3.1	3.4	3.95	3.48
21.	3	3.45	3.7	3.8	3.65
22.	2.88	3.2	3.4	3.7	3.43
23.	2.75	3.1	3.2	3.8	3.37
24.	2.63	3.6	3.75	3.8	3.72
25.	2.5	3.25	2.2	3.65	3.03
26.	2.5	3.25	3.3	3.6	3.38
27.	2.75	3.05	3.4	3.5	3.32
28.	2.63	3.15	3.4	3.3	3.28
29.	2.38	3	3.1	3.15	3.08
30.	2.5	3.1	3	3.2	3.10
31.	2.38	2.9	3	3.4	3.10
32.	2.5	2.75	3	3.3	3.02
33.	2.75	2.9	2.9	3.1	2.97
34.	2.75	2.85	3.1	3	2.98
35.	3.5	3.8	3.65	3.5	3.65
36.	3.38	3.6	3.4	3.35	3.45
37.	3.25	2.8	3	3	2.93
38.	3.63	4.05	4.3	4.1	4.15
39.	2.88	3	3.2	3.1	3.10

40.	2.75	2.7	3	3.3	3.00
41.	2.75	2.89	3.5	3.1	3.16
42.	2.63	2.55	3.6	3.9	3.35
43.	2.88	2.9	3.4	3.6	3.30
44.	3	3.65	3.6	3.8	3.68
45.	3	3.9	3.7	3.95	3.85
46.	3	3.5	3.7	3.8	3.67
47.	3	3.4	3.1	3.9	3.47
48.	3	3.3	3.4	3.9	3.53
49.	3	3.3	3.7	3.3	3.43
50.	3	2.3	3.1	3.8	3.07
51.	3	2.4	3.1	3.85	3.12
52.	3	2.5	3.4	3.6	3.17
53.	3.13	3.4	3.7	3.9	3.67
54.	2.88	2.95	3.55	3.8	3.43
55.	2.75	2.8	3.3	3.7	3.27
56.	2.75	2.95	3.3	3.45	3.23
57.	2.63	2.8	3	3.65	3.15
58.	2.63	2.9	3.3	3.6	3.27
59.	2.88	3.5	3.5	3.95	3.65
60.	2.63	3.3	3.5	3.9	3.57
61.	2.63	2.95	3.5	3.7	3.38
62.	2.5	2.8	3.2	3.65	3.22
63.	2.38	3.5	3	3.7	3.40
64.	2.38	2.85	3	3.5	3.12
65.	2.5	2.8	3.1	3.5	3.13
66.	2.5	2.7	3.2	3.95	3.28
67.	2.63	2.8	3	3.5	3.10
68.	2.5	2.75	3.35	3.7	3.27
69.	2.5	2.6	3	3.6	3.07
70.	2.5	2.7	3.3	3.8	3.27
71.	3.5	3.4	3.5	3.7	3.53
72.	2.88	3.65	3.7	3.9	3.75
73.	2.75	3.25	3.3	4	3.52
74.	2.63	2.9	3.4	3.7	3.33
75.	2.5	2.9	3.4	3.7	3.33
76.	2.5	3	3.45	3.3	3.25
77.	2.38	2.7	3.15	3.6	3.15
78.	2.75	3.5	3.45	3.9	3.62
79.	2.63	3.7	3.25	3.65	3.53
80.	2.5	2.7	3.3	3.5	3.17
81.	2.5	2.7	3.4	3.4	3.17
82.	2.88	3.1	3.4	3.7	3.40
83.	2.75	3	3.5	3.95	3.48
84.	2.88	3.5	3.3	3.7	3.50
85.	3.38	3	3.4	3.7	3.37
86.	2.88	3	3.4	3.6	3.33

87.	2.75	3	3.2	3.7	3.30
88.	3.13	3.5	3.3	3.5	3.43
89.	2.88	2.8	3.5	3.4	3.23
90.	2.75	2.6	3	3.65	3.08
91.	2.63	2.95	3.1	3.65	3.23
92.	2.5	3	3.3	3.6	3.30
93.	2.63	3	3.4	3.6	3.33
94.	2.88	3.4	3.7	3.75	3.62
95.	2.88	3.2	3.45	3.4	3.35
96.	2.88	3	3.6	3.5	3.37
97.	2.88	3.2	3.3	3.3	3.27
98.	3.25	3.65	3.5	3.65	3.60
99.	2.88	2.95	3.3	3.5	3.25
100.	2.88	3	3.4	3.55	3.32
101.	2.75	3	3.55	3.5	3.35
102.	2.63	3	3.35	3.55	3.30
103.	2.63	3	3.65	3.5	3.38
104.	2.5	2.45	3.35	3.7	3.17
105.	2.63	3.15	3.25	3.6	3.33
106.	2.5	3.1	3.35	3.4	3.28
107.	2.25	2.9	3.2	3.6	3.23
108.	2.25	2.95	3	3.6	3.18
109.	2.13	2.85	3.3	3.2	3.12
110.	2.13	2.85	3.2	3.4	3.15
111.	2.3	2.70	3.0	3.2	2.97
112.	2.3	2.50	3.2	3.1	2.93
<b>Total</b>	<b>330</b>				<b>507.85</b>
<b>Mean</b>	<b>2.95</b>				<b>4.53</b>

Average mean on discipline was 2.95 and average mean on sensitization of school culture was 4.53

**APPENDIX H SCHOOL RATINGS ON DISCIPLINE AND INFLUENCE OF PRINCIPAL'S USE OF SCHOOL VISION ON STUDENTS DISCIPLINE**

School S/No.	Discipline	Principal's use of school vision			
		Mean	Students	Deputy Principal	Principal
1.	4.5	4.1	3.9	4.5	<b>4.17</b>
2.	4.5	4.13	3.9	4.3	<b>4.11</b>
3.	4.5	4.2	3.8	3.1	<b>3.70</b>
4.	4.5	3.8	3.9	4.21	<b>3.97</b>
5.	4.38	4	3.9	4.35	<b>4.08</b>
6.	4.13	4	3.75	4.3	<b>4.02</b>
7.	4.13	4.1	3.95	4.25	<b>4.10</b>
8.	4	4.25	3.9	4.35	<b>4.17</b>
9.	3.88	3.4	3.8	4.4	<b>3.87</b>
10.	3.88	4	3.75	4.2	<b>3.98</b>
11.	3.75	4.1	3.8	4.25	<b>4.05</b>
12.	3.13	3.62	3.85	4.1	<b>3.86</b>
13.	4.13	3.45	3.45	4	<b>3.63</b>
14.	4	3.85	3.5	4	<b>3.78</b>
15.	3.88	3.84	3.81	3.85	<b>3.83</b>
16.	3.88	3.9	3.95	3.9	<b>3.92</b>
17.	3.63	3.8	3.85	3.8	<b>3.82</b>
18.	3.25	3.85	3.65	3.8	<b>3.77</b>
19.	3.13	3.65	3.65	4	<b>3.77</b>
20.	2.88	3.1	3.4	3.95	<b>3.48</b>
21.	3	3.55	3.7	3.8	<b>3.68</b>
22.	2.88	3.2	3.45	3.7	<b>3.45</b>
23.	2.75	3.15	3.25	3.8	<b>3.40</b>
24.	2.63	3.6	3.8	3.85	<b>3.75</b>
25.	2.5	3.25	2.25	3.55	<b>3.02</b>
26.	2.5	3.25	3.35	3.65	<b>3.42</b>
27.	2.75	3.15	3.4	3.5	<b>3.35</b>
28.	2.63	3.15	3.45	3.3	<b>3.30</b>
29.	2.38	3	3.15	3.25	<b>3.13</b>
30.	2.5	3.1	3.1	3.2	<b>3.13</b>
31.	2.38	2.9	3	3.5	<b>3.13</b>
32.	2.5	2.65	3.1	3.3	<b>3.02</b>
33.	2.75	2.9	2.95	3.1	<b>2.98</b>
34.	2.75	2.85	3.1	3.1	<b>3.02</b>
35.	3.5	3.7	3.65	3.5	<b>3.62</b>
36.	3.38	3.6	3.45	3.35	<b>3.47</b>

<b>37.</b>	3.25	2.85	3.1	3	<b>2.98</b>
<b>38.</b>	3.63	4.05	4.33	4.1	<b>4.16</b>
<b>39.</b>	2.88	3	3.25	3.1	<b>3.12</b>
<b>40.</b>	2.75	2.7	3.1	3.3	<b>3.03</b>
<b>41.</b>	2.75	2.89	3.5	3.15	<b>3.18</b>
<b>42.</b>	2.63	2.75	3.65	3.9	<b>3.43</b>
<b>43.</b>	2.88	2.9	3.45	3.6	<b>3.32</b>
<b>44.</b>	3	3.65	3.6	3.8	<b>3.68</b>
<b>45.</b>	3	3.9	3.5	3.95	<b>3.78</b>
<b>46.</b>	3	3.55	3.7	3.8	<b>3.68</b>
<b>47.</b>	3	3.4	3.1	3.9	<b>3.47</b>
<b>48.</b>	3	3.3	3.45	3.9	<b>3.55</b>
<b>49.</b>	3	3.34	3.7	3.3	<b>3.45</b>
<b>50.</b>	3	2.3	3.15	3.8	<b>3.08</b>
<b>51.</b>	3	2.4	3.2	3.85	<b>3.15</b>
<b>52.</b>	3	2.6	3.4	3.6	<b>3.20</b>
<b>53.</b>	3.13	3.4	3.7	3.75	<b>3.62</b>
<b>54.</b>	2.88	2.95	3.5	3.8	<b>3.42</b>
<b>55.</b>	2.75	2.82	3.3	3.7	<b>3.27</b>
<b>56.</b>	2.75	2.95	3.3	3.5	<b>3.25</b>
<b>57.</b>	2.63	2.85	3	3.65	<b>3.17</b>
<b>58.</b>	2.63	2.9	3.35	3.6	<b>3.28</b>
<b>59.</b>	2.88	3.55	3.5	3.95	<b>3.67</b>
<b>60.</b>	2.63	3.3	3.5	3.9	<b>3.57</b>
<b>61.</b>	2.63	2.95	3.5	3.7	<b>3.38</b>
<b>62.</b>	2.5	2.8	3.25	3.65	<b>3.23</b>
<b>63.</b>	2.38	3.5	3.1	3.7	<b>3.43</b>
<b>64.</b>	2.38	2.85	3	3.5	<b>3.12</b>
<b>65.</b>	2.5	2.8	3.15	3.5	<b>3.15</b>
<b>66.</b>	2.5	2.75	3.2	3.9	<b>3.28</b>
<b>67.</b>	2.63	2.8	3.1	3.5	<b>3.13</b>
<b>68.</b>	2.5	2.75	3.25	3.7	<b>3.23</b>
<b>69.</b>	2.5	2.6	3	3.6	<b>3.07</b>
<b>70.</b>	2.5	2.7	3.3	3.8	<b>3.27</b>
<b>71.</b>	3.5	3.4	3.5	3.75	<b>3.55</b>
<b>72.</b>	2.88	3.55	3.7	3.9	<b>3.72</b>
<b>73.</b>	2.75	3.25	3.35	4	<b>3.53</b>
<b>74.</b>	2.63	2.9	3.45	3.7	<b>3.35</b>
<b>75.</b>	2.5	2.9	3.4	3.7	<b>3.33</b>
<b>76.</b>	2.5	3	3.45	3.3	<b>3.25</b>
<b>77.</b>	2.38	2.6	3.15	3.6	<b>3.12</b>
<b>78.</b>	2.75	3.5	3.45	3.9	<b>3.62</b>
<b>79.</b>	2.63	3.7	3.15	3.65	<b>3.50</b>

<b>80.</b>	2.5	2.75	3.2	3.5	<b>3.15</b>
<b>81.</b>	2.5	2.7	3.38	3.4	<b>3.16</b>
<b>82.</b>	2.88	3.1	3.45	3.7	<b>3.42</b>
<b>83.</b>	2.75	3	3.5	3.95	<b>3.48</b>
<b>84.</b>	2.88	3.55	3.2	3.7	<b>3.48</b>
<b>85.</b>	3.38	3	3.4	3.7	<b>3.37</b>
<b>86.</b>	2.88	3	3.4	3.45	<b>3.28</b>
<b>87.</b>	2.75	3	3.1	3.7	<b>3.27</b>
<b>88.</b>	3.13	3.6	3.3	3.5	<b>3.47</b>
<b>89.</b>	2.88	2.7	3.5	3.4	<b>3.20</b>
<b>90.</b>	2.75	2.6	3	3.6	<b>3.07</b>
<b>91.</b>	2.63	2.55	3.2	3.65	<b>3.13</b>
<b>92.</b>	2.5	3.1	3.34	3.6	<b>3.35</b>
<b>93.</b>	2.63	3	3.4	3.6	<b>3.33</b>
<b>94.</b>	2.88	3.4	3.7	3.75	<b>3.62</b>
<b>95.</b>	2.88	3.2	3.15	3.4	<b>3.25</b>
<b>96.</b>	2.88	3	3.6	3.5	<b>3.37</b>
<b>97.</b>	2.88	3.2	3.3	3.2	<b>3.23</b>
<b>98.</b>	3.25	3.65	3.3	3.65	<b>3.53</b>
<b>99.</b>	2.88	2.65	3.3	3.5	<b>3.15</b>
<b>100.</b>	2.88	3	3.45	3.35	<b>3.27</b>
<b>101.</b>	2.75	3.1	3.55	3.5	<b>3.38</b>
<b>102.</b>	2.63	3	3.25	3.35	<b>3.20</b>
<b>103.</b>	2.63	3	3.6	3.5	<b>3.37</b>
<b>104.</b>	2.5	2.45	3.25	3.7	<b>3.13</b>
<b>105.</b>	2.63	3.25	3.25	3.6	<b>3.37</b>
<b>106.</b>	2.5	3.1	3.45	3.4	<b>3.32</b>
<b>107.</b>	2.25	2.8	3.25	3.6	<b>3.22</b>
<b>108.</b>	2.25	2.15	3	3.6	<b>2.92</b>
<b>109.</b>	2.13	2.65	3.4	3.2	<b>3.08</b>
<b>110.</b>	2.13	2.8	3.25	3.45	<b>3.17</b>
<b>111.</b>	2.25	2.7	3.05	3.25	<b>3.00</b>
<b>112.</b>	2.50	2.6	3.00	3.30	<b>2.97</b>
<b>Total</b>	<b>330.15</b>				<b>383.41</b>
<b>Mean</b>	<b>2.95</b>				<b>3.42</b>

Average mean on discipline was 2.95 and average mean on school vision was 3.42

**APPENDIX I: SCHOOL RATINGS ON DISCIPLINE AND INFLUENCE OF PRINCIPALS' SUPERVISION OF SCHOOL ACTIVITIES ON STUDENTS' DISCIPLINE**

School S/No.	Discipline	Principal's supervision of school activities			
		Mean	Students	Deputy Principal	Principal
1.	4.5	4.4	3.85	4.55	4.27
2.	4.5	4.13	3.85	4.25	4.08
3.	4.5	4.25	3.8	4.1	4.05
4.	4.5	4	3.8	4.15	3.98
5.	4.38	4	3.8	4.3	4.03
6.	4.13	4.1	3.74	4.25	4.03
7.	4.13	4.15	3.65	4.25	4.02
8.	4	4.1	3.85	4.3	4.08
9.	3.88	3.64	3.7	4.45	3.93
10.	3.88	4	3.65	4.25	3.97
11.	3.75	4.25	3.75	4.25	4.08
12.	3.13	3.62	3.8	4.2	3.87
13.	4.13	3.65	3.45	4	3.70
14.	4	3.95	3.95	4	3.97
15.	3.88	3.74	3.81	3.9	3.82
16.	3.88	3.9	3.85	3.8	3.85
17.	3.63	3.7	3.85	3.8	3.78
18.	3.25	3.75	3.65	3.8	3.73
19.	3.13	3.65	3.75	4.1	3.83
20.	2.88	3.1	3.5	3.95	3.52
21.	3	3.35	3.7	3.8	3.62
22.	2.88	3.2	3.4	3.7	3.43
23.	2.75	3.1	3.2	3.7	3.33
24.	2.63	3.6	3.85	3.8	3.75
25.	2.5	3.3	2.2	3.65	3.05
26.	2.5	3.25	3.35	3.6	3.40
27.	2.75	3.05	3.45	3.5	3.33
28.	2.63	3.15	3.4	3.25	3.27
29.	2.38	3	3.1	3.25	3.12
30.	2.5	3.1	3.1	3.2	3.13
31.	2.38	2.8	3	3.4	3.07
32.	2.5	2.7	3	3.2	2.97
33.	2.75	2.9	2.9	3.15	2.98
34.	2.75	2.75	3.1	3	2.95

35.	3.5	3.8	3.75	3.5	<b>3.68</b>
36.	3.38	3.65	3.4	3.35	<b>3.47</b>
37.	3.25	2.85	3	3.1	<b>2.98</b>
38.	3.63	4.25	4.3	4.1	<b>4.22</b>
39.	2.88	3	3.2	3.15	<b>3.12</b>
40.	2.75	2.8	3.2	3.3	<b>3.10</b>
41.	2.75	2.85	3.5	3.1	<b>3.15</b>
42.	2.63	2.55	3.65	3.9	<b>3.37</b>
43.	2.88	2.9	3.45	3.6	<b>3.32</b>
44.	3	3.65	3.6	3.85	<b>3.70</b>
45.	3	3.9	3.65	3.95	<b>3.83</b>
46.	3	3.5	3.7	3.8	<b>3.67</b>
47.	3	3.4	3.15	3.8	<b>3.45</b>
48.	3	3.3	3.45	3.9	<b>3.55</b>
49.	3	3.3	3.75	3.35	<b>3.47</b>
50.	3	2.3	3.2	3.8	<b>3.10</b>
51.	3	2.45	3.1	3.85	<b>3.13</b>
52.	3	2.5	3.45	3.5	<b>3.15</b>
53.	3.13	3.4	3.75	3.9	<b>3.68</b>
54.	2.88	2.85	3.55	3.7	<b>3.37</b>
55.	2.75	2.8	3.35	3.7	<b>3.28</b>
56.	2.75	2.95	3.3	3.55	<b>3.27</b>
57.	2.63	2.85	3	3.65	<b>3.17</b>
58.	2.63	2.9	3.35	3.6	<b>3.28</b>
59.	2.88	3.5	3.5	3.85	<b>3.62</b>
60.	2.63	3.3	3.55	3.9	<b>3.58</b>
61.	2.63	2.85	3.5	3.7	<b>3.35</b>
62.	2.5	2.8	3.2	3.55	<b>3.18</b>
63.	2.38	3.5	3	3.8	<b>3.43</b>
64.	2.38	2.95	3	3.5	<b>3.15</b>
65.	2.5	2.8	3.15	3.5	<b>3.15</b>
66.	2.5	2.7	3.2	3.95	<b>3.28</b>
67.	2.63	2.8	3	3.65	<b>3.15</b>
68.	2.5	2.75	3.35	3.8	<b>3.30</b>
69.	2.5	2.6	3.1	3.6	<b>3.10</b>
70.	2.5	2.7	3.25	3.8	<b>3.25</b>
71.	3.5	3.4	3.5	3.6	<b>3.50</b>
72.	2.88	3.6	3.75	3.9	<b>3.75</b>
73.	2.75	3.25	3.35	4	<b>3.53</b>
74.	2.63	2.9	3.4	3.55	<b>3.28</b>

75.	2.5	2.95	3.4	3.7	3.35
76.	2.5	3	3.4	3.3	3.23
77.	2.38	2.7	3.25	3.6	3.18
78.	2.75	3.45	3.45	3.9	3.60
79.	2.63	3.7	3.35	3.65	3.57
80.	2.5	2.7	3.35	3.5	3.18
81.	2.5	2.7	3.38	3.4	3.16
82.	2.88	3.1	3.4	3.7	3.40
83.	2.75	3	3.5	3.95	3.48
84.	2.88	3.5	3.34	3.7	3.51
85.	3.38	3.1	3.4	3.7	3.40
86.	2.88	3	3.4	3.65	3.35
87.	2.75	3	3.2	3.6	3.27
88.	3.13	3.5	3.34	3.5	3.45
89.	2.88	2.85	3.5	3.4	3.25
90.	2.75	2.6	3	3.7	3.10
91.	2.63	2.9	3.1	3.65	3.22
92.	2.5	3	3.34	3.6	3.31
93.	2.63	3.1	3.4	3.6	3.37
94.	2.88	3.4	3.74	3.75	3.63
95.	2.88	3.2	3.4	3.4	3.33
96.	2.88	3.15	3.6	3.5	3.42
97.	2.88	3.2	3.3	3.3	3.27
98.	3.25	3.65	3.7	3.65	3.67
99.	2.88	2.95	3.3	3.5	3.25
100.	2.88	3	3.4	3.55	3.32
101.	2.75	3	3.45	3.5	3.32
102.	2.63	3.1	3.35	3.55	3.33
103.	2.63	3	3.55	3.6	3.38
104.	2.5	2.45	3.35	3.7	3.17
105.	2.63	3.15	3.25	3.6	3.33
106.	2.5	3.1	3.4	3.4	3.30
107.	2.25	2.9	3.3	3.6	3.27
108.	2.25	2.94	3	3.6	3.18
109.	2.13	2.85	3.3	3.25	3.13
110.	2.13	2.85	3.25	3.45	3.18
113.	2.15	2.80	3.20	3.33	3.11
112.	2.24	2.83	3.40	3.35	3.19
<b>Total</b>	<b>329.79</b>				<b>385.27</b>
<b>Mean</b>	<b>2.95</b>				<b>3.43</b>

Average mean on discipline was 2.95 and average mean on supervision of school activities was 3.43

**APPENDIX J: NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION RESEARCH 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/19/29582/30556**

Date: **7<sup>th</sup> June, 2019.**

Kimanzi Annie Kasau  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of principals’ management practices on students discipline in Public Secondary Schools in Kitui County Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **6<sup>th</sup> June, 2020.**

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

**BONFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kitui County.

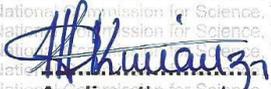
The County Director of Education  
Kitui County.

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

**APPENDIX K: NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION RESEARCH LICENSE**

**THIS IS TO CERTIFY THAT:** **Permit No. : NACOSTI/P/19/29582/30556**  
**MS. KIMANZI ANNIE KASAU** **Date Of Issue : 7th June, 2019**  
**of UNIVERSITY OF NAIROBI, 92-902** **Fee Received :Ksh 2000**  
**KIKUYU, has been permitted to conduct**  
**research in Kitui County**  
**on the topic: INFLUENCE OF**  
**PRINCIPALS MANAGEMENT PRACTICES**  
**ON STUDENTS DISCIPLINE IN PUBLIC**  
**SECONDARY SCHOOLS IN KITUI COUNTY**  
**KENYA**

**for the period ending:**  
**6th June, 2020**

  
**Applicant's Signature**

  
**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.

**REPUBLIC OF KENYA**

  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**

**RESEARCH LICENSE**

**Serial No.A 25190**

**CONDITIONS: see back page**

**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**

**APPENDIX L: RESEARCH AUTHORIZATION LETTER BY THE CDE**

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY**  
**State Department for Education**

Telegrams »EDUCATION»  
Kitui  
Telephone: Kitui 22759  
Fax :04444-22103  
E-Mail :  
[cde.kitui@gmail.com](mailto:cde.kitui@gmail.com)



COUNTY EDUCATION OFFICE  
KITUI COUNTY  
P.O BOX 1557-90200  
KITUI

*When replying please quote;*

Ref. No. KTIC/ED/RES/VOL I/22/71

Date:31/05/2019

Kimanzi Ann Kasau  
E80/53436/2018  
University of Nairobi  
P.O Box 30197 - 00100  
NAIROBI

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to conduct a research on **“Influence of Principals’ management practices on student’s discipline in public Secondary schools in Kitui County, Kenya”**. I am pleased to inform you that permission has been granted to you to undertake research in Kitui County for the period ending **31<sup>st</sup> August, 2019**

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise and a copy of the research report should be forwarded to this office.

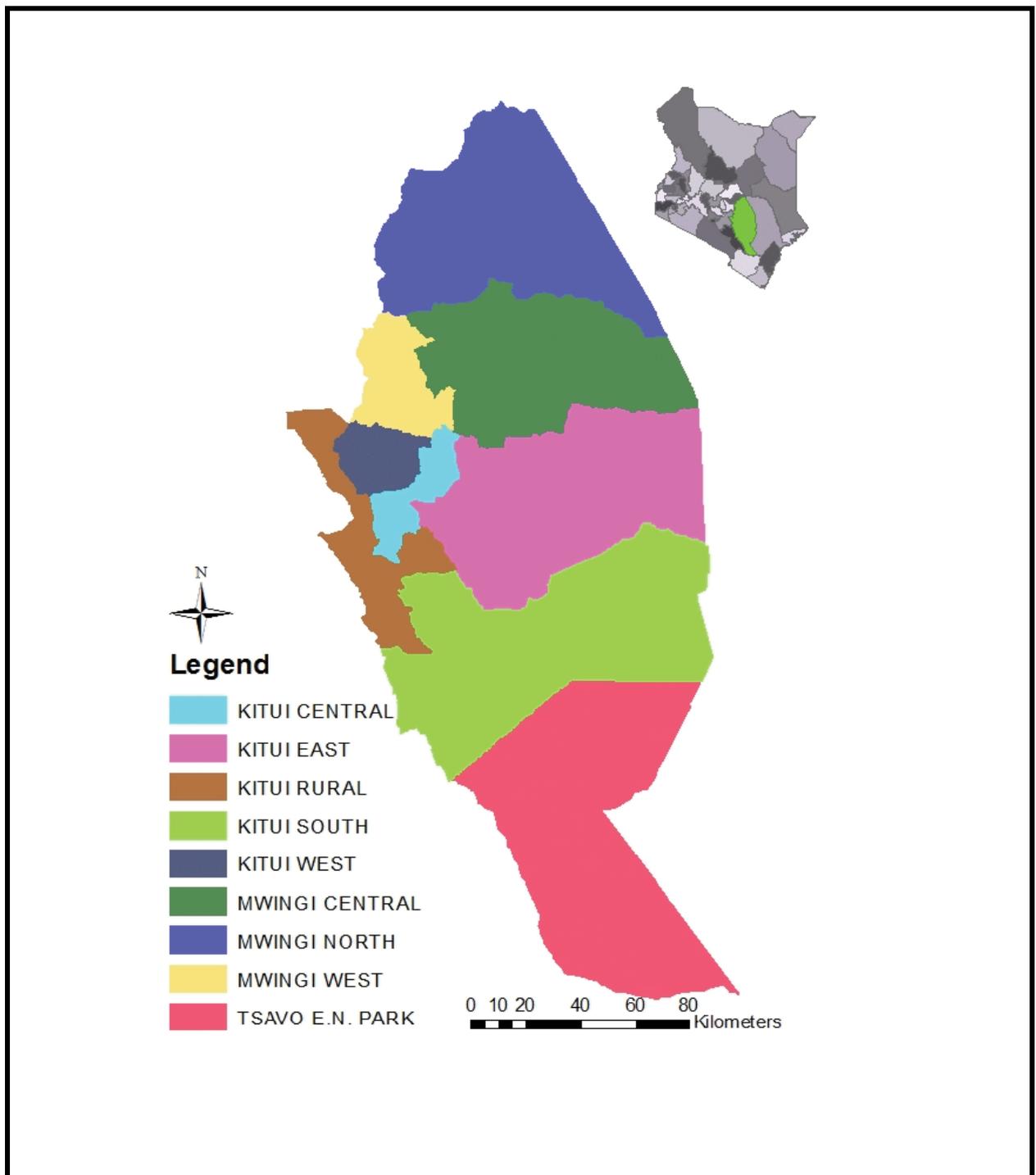
Regards,

A handwritten signature in black ink, appearing to be 'S. Adano'.

S. Adano  
County Director of Education  
Kitui County

COUNTY DIRECTOR OF EDUCATION  
KITUI  
P. O. Box 1557, KITUI.

**Appendix M: Map of Kitui County showing Sub - county Administrative Boundaries**



Source: <https://kitui.go.ke/countygovt/about-kitui/>