

**SELECTED ADMINISTRATIVE PRACTICES INFLUENCING  
STUDENT DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN  
KISUMU COUNTY, KENYA**

**Owuor Emmily Achieng**

**A Research Thesis Submitted in Partial Fulfilment of the Requirement for the  
Award of Doctor of Education Degree in Educational Management, Policy and  
Curriculum Studies**

**University of Nairobi**

**© 2023**

## **DEDICATION**

This thesis is dedicated to my beloved husband John Owino and our children Rodgers Onyango, Franklyn Omondi, Nicole Valarie, Fraser David and Hailey Prudence for their moral support and encouragement throughout the journey. Your encouragement has made me reach this far.

## DECLARATION

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



---

Owuor Emmily Achieng  
Reg No: E96/50136/2015


This thesis has been submitted for registration with our approval as University supervisors:



---

Jeremiah M. Kalai PhD  
Associate Professor  
Department of Educational Management Policy and Curriculum Studies  
(Previously Educational Administration and Planning)

University of Nairobi



---

Ursulla .A. Okoth PhD  
Associate professor  
Department of Educational Management Policy and Curriculum Studies (Previously Educational Administration and Planning)

University of Nairobi

## **ACKNOWLEDGEMENT**

I thank the almighty God for giving me good health and strength to undertake and accomplish this study. Through unfailing love and amazing Grace, the Almighty God has continued to take care of me through difficult situations which, on my own, I could not have managed. To Him be the glory!

Much gratitude from the depth of my heart goes to my research supervisors, Prof. Jeremiah M. Kalai and Prof. Ursulla Okoth, who provided invaluable guidance throughout this thesis. I am especially grateful for making yourselves available beyond your normal working hours to guide me and to provide necessary support towards writing the thesis. Your ability of urging me to stay focused and expeditious in my work has made this piece to reach this far. May God continue providing you with such spirit! I appreciate the University of Nairobi for availing me the opportunity to pursue my postgraduate studies in the institution. Specifically, I am grateful to the entire staff of the department of Educational Management, Policy and Curriculum Studies (Educational Administration and Planning), Faculty of Education, for their consistent support and assistance. I am also indebted to Prof. Samson Gunga, the former Associate Dean Faculty of Education and Prof. Jeremiah M. Kalai, the Dean, Faculty of Education, for their encouragement during this work.

I am also grateful to my parents, Mr. William Owuor and Mrs. Rose Owuor, for instilling the culture of reading in me. I am additionally grateful to my husband John Owino and children Rodgers Onyango, Frankline Omondi, Nicole Vallarie, Fraser David and Hailey Prudence for their understanding, support and patience with me as I undertook my study. To my family, relatives and friends for their moral support, I am deeply indebted.

I wish to thank all the respondents who provided data for this study. Specifically, I am thankful to the Sub-County Education Officers, Principals, Discipline Masters and Student Leaders for giving me their time to provide information which eventually was used to generate this report. Without such information, this work could not have been a success.

## TABLE OF CONTENTS

DEDICATION.....	ii
DECLARATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	xi
ABBREVIATIONS AND ACRONYMS.....	xii
ABSTRACT.....	xiii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the Study.....	1
1.2 Problem Statement.....	8
1.3 Purpose of the Study.....	9
1.4 Objectives of the Study.....	9
1.5 Null Hypotheses.....	10
1.6 Significance of the Study.....	10
1.7 Limitations of the Study.....	11
1.8 Delimitations of the Study.....	11
1.9 Basic Assumptions of the Study.....	12
1.10 Definition of Significant Terms.....	12
1.11 Organisation of the Study.....	13

### CHAPTER TWO

#### REVIEW OF RELATED LITERATURE

2.1 Introduction.....	14
2.2 Concept of Student Discipline.....	14
2.3 Communication Methods and Student Discipline.....	20
2.4 Student Involvement in Decision Making and Discipline.....	25
2.5 Students' Welfare Management and Student Discipline.....	31
2.6 Administration of School Rules and Students Discipline.....	34
2.7 Education Policy on Discipline Management and student Discipline.....	40
2.8 Summary of Reviewed Studies.....	49
2.9 Theoretical Framework.....	55

2.10 Conceptual Framework.....	58
--------------------------------	----

### CHAPTER THREE

#### RESEARCH METHODOLOGY

3.1 Introduction.....	60
3.2 Research Design.....	60
3.3 Target Population.....	62
3.4 Sample Size and Sampling Procedure .....	62
3.5 Research Instruments .....	64
3.6 Validity of Instruments .....	66
3.7 Reliability of the Instruments.....	67
3.7.1. Reliability of the Interview Guide .....	68
3.7.2 Authenticity and Trustworthiness of the Qualitative Data .....	68
3.8 Data Collection Procedures.....	69
3.9 Data Analysis Techniques.....	70
3.10 Ethical Considerations .....	74

CHAPTER FOUR.....	76
-------------------	----

#### FINDINGS, INTERPRETATIONS AND DISCUSSIONS .....

4.1 Introduction.....	76
4.2 Questionnaire Return Rate .....	76
4.2 Demographic Information.....	78
4.3.2 Discipline Masters' Background Information .....	79
4.4: Diagnostic Tests.....	82
4.4.1: Normality Test Results .....	82
4.4.2: Assumptions of Multi-Collinearity and Singularity .....	83
4.4.3 Test for Independence of Observations .....	85
4.4.4 Heteroscedasticity and Homoscedasticity.....	86
4.6: Communication Methods and Students' Discipline .....	88
4.6.1: Cross Tabulation for Communication methods and Students' Discipline.....	88
4.6.2 Correlation Analysis of Communication Practices and students' discipline .....	92
4.6.3 Regression Analysis of Communication Practices on Students' Discipline.....	93
4.6.4 Hypothesis 1 Testing.....	95
4.7 Students' Involvement in Decision Making and Students/ Discipline in Public Secondary Schools .....	96
4.7.1 Cross Tabulation for Involvement and Student Discipline.....	96

4.7.2 Correlation Analysis between Students' Involvement in Decision Making and students' discipline.....	100
4.7.3 Regression Analysis of Students' Involvement in Decision Making on Students' Discipline .....	101
4.7.4 Hypothesis 2 Testing.....	103
4.8: Students' Welfare Management on Students' Discipline in Public Secondary Schools.....	104
4.8.1: Cross Tabulation for Welfare Management and Student Discipline .....	104
4.8.2: Correlation Analysis of Students' Welfare Management and Students' Discipline .....	109
4.8.3 Regression Analysis of Students' Welfare Management on Students' Discipline	110
4.8.4 Hypothesis 4 Testing.....	111
4.9: Administration of School Rules on Students' Discipline in Public Secondary Schools.....	113
4.9.1: Cross Tabulation for Administration of School Rules.....	113
4.9.2: Correlation Analysis of Administration of School Rules and Students' Discipline .....	117
4.9.3 Regression Analysis of Administration of School Rules on Students' Discipline	119
4.9.4 Hypothesis 4 Testing.....	120
4.10: Education Policies on Students' Discipline in Public Secondary Schools .....	121
4.10.1: Cross Tabulation for Education Policies and Administrative Practices .....	122
4.10.2 Moderating effect of Education Policies on the Relationship between Administrative Practices and Students' Discipline.....	126
4.10.3 The Regression Model .....	129

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	140
5.1 Summary of the Study .....	140
5.2 Summary of Study Findings .....	141
5.2.1 Communication Methods and Students' Discipline .....	141
5.2.2 Students' Involvement in Decision-making and Discipline .....	142
5.2.3 Students' Welfare Management and Discipline .....	143

5.2.4 Administration of School Rules and Students' Discipline .....	145
5.2.5 Education Policy and Students' Discipline.....	146
5.3 Conclusions.....	147
5.4 Recommendations of the study.....	148
5.4.1 Communication Methods and Student Discipline .....	148
5.4.2 Students' Involvement and Discipline.....	149
5.4.3 Students' Welfare Management and Discipline .....	150
5.4.4 Administration of School Rules and Students' Discipline .....	151
5.4.5 Education Policy and Students' Discipline.....	152
5.5 Recommendations for Further Research.....	152

## REFERENCES

## APPENDICES

APPENDIX I: LETTER OF INTRODUCTION .....	179
APPENDIX II: QUESTIONNAIRE FOR DISCIPLINE MASTER.....	180
APPENDIX III: QUESTIONNAIRE FOR STUDENT COUNCIL LEADER.....	184
APPENDIX IV: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS.....	187
APPENDIX V: INTERVIEW SCHEDULE FOR SUB COUNTY EDUCATION OFFICERS.....	189
APPENDIX VI: DOCUMENT ANALYSIS CHECKLIST .....	190
APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY EDUCATION OFFICE .....	191
APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI .....	191
APPENDIX IX: MAP OF THE STUDY AREA.....	194



## LIST OF TABLES

Table 1.1: Discipline Cases in Secondary School (% of Kisumu County to National) .....	6
Table 2.1: Summary of Literature Review and Gap .....	50
Table 3.1: Sample Distribution .....	63
Table 3.2: Reliability Analysis of the Variables .....	67
Table 3.4: Steps of Thematic Data Analysis.....	73
Table 4.1: Questionnaire Return Rate.....	77
Table 4-2: Student Leaders’ Background Information (n=137) .....	78
Table 4.3: Discipline Masters’ Background Information (n=131).....	80
Table 4.4: Tests of Normality of the Data Set .....	83
Table 4.5: Tolerance and Variance Inflation Factor (VIF) Statistics.....	84
Table 4.6: Test of Independence: Model Summary .....	85
Table 4.8: Communication Practices and Student Discipline (DM <sub>n=131</sub> ; SL <sub>n=137</sub> ) .....	88
Table 4.9: Correlation Analysis of Communication Practices and Students’ discipline .....	92
Table 4.10: Model Summary of Communication Practices on Students' Discipline .....	93
Table 4.11: ANOVA of Communication Practices on Students’ Discipline .....	94
Table 4.12: Regression Coefficients of Communication Practices on Students’ Discipline ..	94
Table 4.13: Decision-Making Activities and Student Discipline.....	97
Table 4.14: Correlation Analysis of Student Involvement in Decision making and Students’ Discipline .....	100
Table 4.15: Model Summary of Student Involvement in Decision Making on Students’ Discipline .....	102
Table 4.16: ANOVA of Student Involvement in Decision Making and Students’ Discipline .....	102
Table 4.17: Regression Coefficients of Student Involvement in Decision Making on Students’ Discipline.....	103
Table 4.18: Student Welfare Management and Student Discipline .....	105
Table 4.19: Correlation Analysis of Students’ Welfare Management and Students’ Discipline .....	109
Table 4.20: Model Summary of Students’ Welfare Management on Students’ Discipline ..	110
Table 4.21: ANOVA of Students’ Welfare Management on Students’ Discipline .....	110
Table 4.22: Regression Coefficients of Students’ Welfare Management on Students’ Discipline .....	111
Table 4. 23: Administration of School Rules and Student Discipline .....	113
Table 4.24: Correlation Analysis of Administration of School Rules and Students’ Discipline .....	118
Table 4.25: Model Summary of Administration of School Rules on Students’ Discipline ..	119

Table 4.26: ANOVA of Administration of School Rules on Students' Discipline.....	119
Table 4.27: Regression Coefficients of Administration of School Rules on Students' Discipline .....	120
Table 4.28: Education Policies and Student Discipline [Discipline Master, n=131; Student Leader, n=137].....	122
Table 4.28: Regression Analysis Model Summary: Moderating Effect of Education policies on the Relationship between Administrative practices and Students' Discipline .....	127
Table 4.29: Analysis of Variance on Moderating Effect of Education policies on the Relationship between Administrative Practices and Students' Discipline.....	128
Table 4.30: Coefficient Output: Moderating Effect of Education policies on the Relationship between Administrative Practices and Students' Discipline.....	130

## LIST OF FIGURES

<b>Content</b>	<b>Page</b>
Figure 2.1: Conceptual Framework .....	59
Figure 3.1: Concurrent Triangulation Design.....	61
Figure 4.1: Standardized residuals vs standardized expected values in a scatter-plot.	87

## **ABBREVIATIONS AND ACRONYMS**

<b>CISD</b>	Cascade Independent School District
<b>DM</b>	Discipline Masters
<b>GST</b>	General System Theory
<b>ILO</b>	International Labour Organisation
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>OVC</b>	Orphans and Vulnerable Children
<b>PA</b>	Proficient Advanced
<b>PBT</b>	Problem Behaviour Theory
<b>PTA</b>	Parents Teachers Association
<b>SL</b>	Student Leaders
<b>SRC</b>	Students Representative Council
<b>UNESCO</b>	United Nations Education, Science and Cultural Organisation
<b>UWC</b>	University of the Western Cape

## ABSTRACT

The globe's educational institutions face a serious challenge from instances of student disobedience. As a result, school administrators are expected to put in place proper measures in order to secure learning environments that are free of disturbances brought on by unruly behaviour. With over 114 occurrences of arson in 2016 as well as the annual cancelling of the KCSE examination for some schools, student indiscipline issues in Kenya have gotten worse over the last ten years, raising concerns about the efficacy of administrative policies. The purpose of this investigation was to evaluate the influence of particular administrative methods on student behaviour in public secondary schools in Kisumu, County, Kenya. The objective of the investigation was to determine the influence of communication methods on students' behaviour, evaluating the influence of students' participation in decision-making on their behaviour, assessing the influence of welfare management on students' behaviour, determining the influence of administration of school rules on students' behaviour, and evaluating how education policies in public schools moderate the influence of certain administrative practices on students' behaviour. The General Systems Theory by Ludwig Wittgenstein, which views educational institutions as systems that can be positively or negatively influenced by their surroundings, served as the study's main theoretical framework. Cross-sectional survey design and a mixed-methods technique were used in this study. The study targeted 225 Kisumu County public secondary schools, seven Sub County Directors of Education officers, 225 principals, 225 disciplinary masters, as well as 225 student council leaders adding up to 682 respondents. The sample size for this study, which was 439, was determined using Yamane's methodology. The study sample included seven (7) sub county education officers, 144 student council leaders, 144 discipline masters, and even the principals of 144 schools. Leaders of the student council and discipline officers filled out a questionnaire to provide statistics. Data was gathered through interviews with Sub County Directors of Education and school principals. The documentation of administrative procedures and student disciplinary measures was gathered using a document analysis guide. Face, content and construct validity index were employed to check instrument validity. Based on data from a pilot research involving 22 schools, the reliability of the instrument was evaluated using the split-half test method. Regressions and descriptive statistics were employed to analyse the data. Results revealed that judgments of student discipline based on communication strategies, student participation in decision-making, management of student welfare, and application of school rules did not differ significantly from one another. The use of communication strategies ( $B=.284$ ;  $p=.000$ ), student participation in decision-making ( $B=.236$ ;  $p=.000$ ), student welfare management ( $B=.109$ ;  $p=.002$ ), administration of school regulations ( $B=.381$ ;  $p=.000$ ), and students' discipline all showed a significant link. When the moderator, education policy, is taken into consideration, administrative procedures account for around 63.2% of the variation in students' behaviour, with welfare management (Welfare\*Policy) having the biggest effect ( $Beta=.122$ ). This study concludes that administrative practices: communication methods, student involvement in decision-making, welfare management, and administration of school rules are major predictors of students' behaviour in public secondary schools when used in consideration of education policy on discipline management requirements. It is recommended that administrative procedures for handling student disciplinary issues should be put into effect within the constraints of educational policy. Further research should be done on the influence of policy-based student welfare management strategies on student discipline in public secondary schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

For an incredibly long time, teachers, educational authorities, policy makers, and the general public have all been highly concerned about disruptive behaviour among children. According to many researchers (Andrea & Leandry, 2021; Belle, 2018; Etyang & Okoth, 2018; Ilyasin, 2019; Mwangi & Kirimi, 2023; Pal & Barot, 2020), student actions of indiscipline, particularly at the secondary level of education, are a global issue that every school faces. High frequency and major misbehaviours, according to Crawshaw (2015), have tended to remain consistent across time and across nations including Australia, China, Greece, Jordan, Malta, the United Kingdom, and the United States. In addition, Gruber (2020) identifies common instances of student indiscipline in Europe as breaching the rules, going against tacit norms or expectations, acting inappropriately in classroom situations, and interfering with the teaching and learning process. These disciplinary situations need wise actions from school leaders who can create a supportive learning environment for all students.

The rules of behaviour and morality that have been established by a specific institution and the larger international society are known as discipline. Discipline focuses on the pupil's capacity to distinguish between right and wrong as they mature in their various cultural contexts (Tanaka, 2014). Many scholars around the world have expressed worry about the lack of discipline among pupils (Ampofo, 2020; Andrea & Leandry, 2021; Crawshaw, 2015; Darrin, 2017; Suleman, Hussain & Kayani, 2017). Studies that attempted to show how administrative methods are used to regulate student discipline have also produced varying results, particularly those that concentrated on secondary schools.

According to a number of academics (Kurniawan, Effendi & Dwita, 2018, Onasanya, 2021, Sutarti, 2016), the efficacy of administrative procedures established by the school board of management determines the quality of the educational environment at the school, including discipline standards. Researchers (Acharya, 2015; AI Hajar, 2016; Arigbo and Adeogun, 2018; Krystelia & Juwono, 2016; Mushonga et al, 2017; Ogwen, Kalai & Okoth, 2016) have identified administrative practices that frequently influence management of students' discipline as including communication methods, student involvement in decision-making, management of student welfare services, and administration of school rules. Yet, it appears that there is a contextually based and varied relationship between these activities and the management of students' discipline.

Information circulates inside a school organization through communication with and between the principal, teachers, as well as students (Obilor, 2020). Communication and management procedures are intimately related in educational situations (Habaci, 2013). According to Bambaeroo and Shokrpour (2017), vocal communications in a school setting, such instructions provided at assemblies, and non-verbal communication, like written pamphlets as well as notice boards, are both important forms of communication. To the exclusion of student behaviour management, communication technique researchers have a tendency to link similar concepts to student performance and teacher satisfaction. Good communication in a school setting improves the motivations and happiness of management, instructors, and students, as demonstrated by Habaci, Celik, Habaci, Adigüzelli and Kurt (2013) in Turkey. According to an AI Hajar (2016) study conducted in Dubai, there is a substantial correlation between principal-teacher communication strategies and student grade performance. Regionally, a study conducted in Nigeria by Obilor (2020) discovered

that teachers' communication abilities have a significant impact on students' academic success. In Kenya, Katua, Mulwa and Mungai (2019) found that episodes of indiscipline were remained common despite the use of this technique in a study that examined whether administrators' use of school assemblies as a communication tactic affected students' behaviour. Hence, emphasizing how communication techniques affect students' discipline management was equally significant.

One of the four key principles outlined in the Convention on the Rights of the Child from 1989 is the right to participation in the decision-making process of educational systems (Mithans, Grmek, & Agran, 2017). Children should meet a democratic way of life at school and learn about democracy directly through their experiences (Pereira, Mouraz, & Figueiredo, 2014). Although extensive discussion on student engagement in decision-making, the focus on student involvement as a strategy for regulating students' punishment still lacks significant attention. Pereira et al's (2014) study in Portugal, which looked at how student participation is encouraged in school settings, came to the conclusion that the function of a student representative is still not properly recognized by educational actors and by the school. In Nepal, Acharya (2015) examined the role of student leadership in the administration of two public institutions and found that such involvement has helped to reduce tensions between students and university officials. In Nigeria's public universities, Mugume and Luescher's (2015) research demonstrated that the involvement of student leadership had contributed to lower hostel expenditures. In a study that examined how principals' use of participatory decision-making affects the status of students' discipline in Kenya, Ogwen, Kalai, and Okoth (2017) found that schools using participatory decision-making methods had less instances of indiscipline. So, it appears that educational institutions have received a lot of attention with regard to student



participation in decision-making. Secondary schools need to review this system as well.

Welfare programs are among the fundamental services that foster students' wellbeing in any educational setting (Amit, 2019). Accommodations, health services, meals, a secure environment, as well as counseling services are some of the welfare programs that protect students' well-being, according to Mushonga, Ndlovu, Ngxabani, Rumbu, and Maphumulo (2017). Although it has been shown that the availability of support services affects student satisfaction but also academic achievement, secondary schools have received less attention than universities and colleges. Similarly, it is unclear how providing welfare programs affects discipline among pupils. For instance, Lee (2011) examined the function of nurses in providing school health services for students in elementary and secondary schools in Hong Kong without addressing the effects on the behaviour of the children. Whereas Mushonga et al. (2017) looked at the provision of welfare services at the University of Fort Hare in South Africa, Amit (2019) evaluated the student welfare programs throughout state universities in the Philippines. Njuguna (2017) investigated the impact of student satisfaction on the quality of student support services in Kenya using a demographic from public primary teacher training colleges. From the debate above, it is evident that secondary schools have not received as much attention as colleges and universities when it comes to social services' impact on student discipline.

The majority of countries, even emerging ones, have improved administrative procedures at all three learning levels and throughout the entire educational system. According to Scott, Moses, Finnigan, Trujillo and Jackson (2017), federal policies have frequently influenced state and local experiences with systemic violence and school discipline in the United States. They include broadening the criterion for

disciplinary actions transcend weapons to a range of behaviours and requiring automatic expulsion for pupils who carry firearms to school. Zachos (2016) reports that in Greece, policies designed to direct management of schools are directed by political goodwill and stakeholder objectives. This generally suggests that most rules in Greece, particularly those governing student conducts, are not static but rather continuously adapt to the political and social climate. In Indonesia, the community's active involvement, the school's atmosphere, and the educators' increasing professionalism are all considered when evaluating school effectiveness policies (Nurkolis & Sulisworo, 2018). Africa's educational policy debates centre on the elimination of corporal punishment. According to Arigbo and Adeogun (2018), education policies in Nigeria are centred on the administration of punishment, which has been demonstrated to have a substantial negative association with academic achievement: increasing punishment causes a fall in student performance. According to Kindiki (2015), the adoption of the ban on corporal punishment in Kenya has compelled schools to consider alternative techniques of enforcing discipline such as guidance and counseling which proved to be viewed as the most successful alternative. Similar to this, a number of Kenyan authors (Makewa, Nyambossibe & Kinuthia, 2017; Onyango, Aloka & Raburu, 2018) have reaffirmed that advice and counseling is one of the policies put forth for regulating student discipline in place of corporal punishment. There hasn't been any documentation of how these policy frameworks control the impact of administrative procedures on student discipline, though.

As shown by Sayagie (2016), the dissatisfaction among secondary school students over the past five years may have been caused by administrative procedures. Given the numerous instances of indiscipline that have been documented, student discipline

in Kenya has come under scrutiny. For instance, incidents of intoxication, drug usage, and promiscuity have all become frequent occurrences on outings. 114 secondary schools have experienced arson occurrences as a result of recent disruptive incidents that highlight a lack of student discipline.

Kisumu County makes up the counties with the highest percentages of student indiscipline. The 2015 Kenya Certificate of Secondary Education (KCSE) test results were reportedly annulled in numerous schools throughout the county at Maseno School, whereby sodomy assaulting Form 1 students has been a practice since the 1990s, as shown by Luvega (2016). Nevertheless, secondary schools in Kisumu County lacked discipline between 2016 as well as 2019, according to data on school indiscipline instances in Table 1.1 that were gathered from the MOE.

Table 1.1: Discipline Cases in Secondary School (% of Kisumu County to National)

Issues of Discipline	2016			2017			2018			2019		
	Kisumu	National	Percent (%)	Kisumu	National	Percent (%)	Kisumu	National	Percent (%)	Kisumu	National	Percent (%)
Disturbance (strike) in school	816	6,105	13.4	869	6547	13.3	887	7035	12.6	797	7019	11.4
Disobedience	276	725	37.8	275	843	32.6	280	896	31.3	263	875	30.1
Sneaking out	436	1,444	30.2	449	1746	25.7	470	1803	26.1	482	1534	31.4
Exam dishonesty	29	102	28.4	38	205	18.5	8	52	15.4	9	28	32
use of mobile phone	428	1873	22.9	456	1902	24	570	2234	25.5	556	2169	25.6
Arson	22	91	24.2	23	95	24.2	35	114	30.7	33	103	31.1
Drug & substance abuse	109	451	24.2	119	649	18.3	147	851	17.1	137	829	16.5

*Source: County Director of Education, Kisumu (GoK, 2020)*

**Disturbance = 12.7; Disobedience = 32.9; Sneaking = 28.4; Arson = 27.6; Exam = 23.6; Sneaking = 28.4; Mobile phone = 24.5; drugs = 19**

Table 1.1 shows that between 2016 through 2019, there was a slight rise in the number of incidents of student misbehaviour in Kisumu County when compared to

national data. For instance, Kisumu was in charge of an average of 32.9percent of the recorded instances of defiance across all public secondary schools across Kenya's 47 counties. Also, among all public secondary schools in the 47 counties between 2016 and 2019, Kisumu students made a mean of 28.4percent of sneaking, 27.6percent of arson, 24.5percent of mobile phone use, 23.6percent of test cheating, and 19percent of drug misuse. It so raised questions about the administrative practices used in secondary schools and the ability of their principals to enforce discipline in students. Researchers have examined secondary school administrative practices, with varying degrees of success. For instance, whereas AI Hajar (2016) alongside Krystelia and Juwono (2016) showed no influence, while Rlestig (2008) as well as Juwono (2016) reported a substantial association between fundamental communication practices and students' grade performance. The relationship between administrative procedures and students' behaviour in secondary schools, and particularly the moderating role of educational policies in defining this relationship, is therefore poorly understood.

For the past two decades, policy initiatives have aimed to guarantee that every child has access to a high-quality education. The UN Convention on the Rights of the Child (UNCRC, 1989), which includes the right to education, is one of these endeavours (Article 13). According to Kagendo (2018), it is important to consider the universality, participation, respect, and inclusion of the right to education. As a result of this treaty, among other things, physical punishment was abolished (Shaikhmag & Assan, 2014; Kaberia & Ndiku, 2012; Gura, 2015). It was also made mandatory basic education for all children. Although the consequences of these policy changes have been evaluated in terms of how they affect student achievement and the quality of education, little data appears to be available in terms of how they affect the interaction between administrative procedures and students' conduct.

Because there are so many reported disciplinary cases in Kenya each year, particularly in regions like Kisumu County, it is clear that the impact of school administrative policies on student behaviour warrants thorough research. The Directorate of Education in Kisumu County's records show that 24.6% of the most serious disciplinary offenses, such as disturbance, disobedience, sneaking, arson, exam cheating, usage of mobile phones, and drug misuse, were documented from public secondary schools in Kisumu (Kisumu County Directorate of Education, 2020). This suggests that the remaining 75.4 percent of the cases came from the other 46 Kenyan counties.

## **1.2 Problem Statement**

Particularly in secondary schools, the administrative procedures of a school lay the foundation for a positive learning environment. Due to the transitory periods of adolescence that secondary school students are going through, they frequently face a variety of life issues. Researchers have identified some administrative procedures that have a major impact on student discipline, including communication strategies, student involvement in decision-making, management of student welfare, and implementation of school regulations. Also, the Kenyan government has started policy interventions through the Ministry of Education to streamline government management of public schools by emphasizing the engagement of elected student council representatives and parents as part of the BoM. Similar to this, in 2011 the Kenya Education Management Institute (KEMI) developed a one-year certificate program to provide principals with expertise in managing schools. Yet, some secondary schools in Kenya's 47 counties have expressed worry about the effectiveness of these administrative procedures and regulatory changes. For instance, 114 student-perpetrated arson attacks on schools and other property during the 2018–

19 academic years were documented; in addition to that drug misuse.23.6% of learners from public secondary schools in Kisumu County had their KCSE results invalidated for cheating by KNEC between 2016 and 2019 in Kenya. Also, among Kenya's 47 counties, secondary schools in Kisumu County reported an average of 24.6% of all reported disciplinary cases. Research on administrative procedures conducted in Kenya (King'ori, 2012; Kuria, 2012; Mbogori, 2012) has a tendency to focus on the leadership style of the principals and the administration of student discipline. What's more, the moderating role that educational policies play in this relationship has not been adequately explored. As a result, this study examined how particular administrative practices influence student discipline in secondary schools in Kisumu County and find out how education policies affect this relationship in a moderating way.

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

The study's goal was to investigate how selected administrative practices influence student discipline in public secondary schools in Kisumu County, Kenya.

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

The specific objectives of the study were:

- i) To establish the influence of communication methods on students' discipline in public secondary schools in Kisumu County, Kenya
- ii) To assess how students' involvement in decision making influence their discipline in public secondary schools in Kisumu County, Kenya
- iii) To determine the influence of students' welfare management on their discipline in public secondary schools in Kisumu County, Kenya
- iv) To establish the influence of administration of school rules on students' discipline in public secondary schools in Kisumu County, Kenya.

- v) To assess how discipline management policies moderate the influence of selected administrative practices on students' discipline in public secondary schools in Kisumu County, Kenya.

### **1.5 Null Hypotheses**

**H0<sub>1</sub>:** There is no significant difference/relationship between the Communication methods used by the principals and reported incidences of students' discipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>2</sub>:** There is no significant difference/relationship between the principals' level of involvement of students in decision-making and student's discipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>3</sub>:** There is no significant difference/relationship between students' satisfaction with welfare management and reported cases of students' indiscipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>4</sub>:** There is no significant difference between levels of enforcement of school rules and reported cases of students' indiscipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>5</sub>:** Discipline management policies have no significant moderating effect on the relationship between administrative practices and students' discipline in public secondary schools in Kisumu County, Kenya.

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

The results of this study should be helpful to secondary school boards of management in developing administrative practices on communication, welfare management, student participation in decision-making, and enforcement of school rules. The Ministry of Education may use the findings to help formulate policies regarding administrative practices. The study's findings may also be helpful to County

Education Boards of secondary schools as they develop administrative procedures for handling communications, managing student welfare, involving students in decision-making, and enforcing school rules. Finally, the study advances our understanding of student discipline and administrative procedures in schools.

### **1.7 Limitations of the Study**

The respondents' hesitation to participate in the study because they thought it may implicate them in disclosing private information to strangers caused the researcher problems. To address this, the researcher guaranteed the respondents of the study's secrecy and anonymity while also outlining its true aim. Due to their busy schedules, reaching all of the intended schools was difficult while trying to reach all of the respondents, especially teachers and principals. The researcher managed this by making numerous and repeated visits to their workstations. Other schools were inaccessible due to bad roads as well; this was remedied by looking into alternative trails and access routes that connected to the school's grounds, an approach that worked well.

### **1.8 Delimitations of the Study**

The study concentrated on school administrative practices that affect students' discipline. It evaluated four administrative practices in particular: communication strategies, administration of school rules, management of student welfare and student involvement in decision-making. This study used questionnaires to collect information from student council officers and discipline officers. Interviews were used to acquire information from sub county education officers and principals'. In Kisumu County, Kenya, the study was conducted among public secondary schools.



## 1.9 Basic Assumptions of the Study

The study made the following assumptions:

- i. There were specific codes of conduct or particular discipline that secondary school students are expected to observe.
- ii. Administration of secondary schools spearheaded by the school principal often carried out particular practices like communication strategies, involvement of students in decision making, students' welfare management, and administration of rules aimed at improving discipline among students.
- iii. Sample respondents were willing and ready to provide needed information in the instruments.

## 1.10 Definition of Significant Terms

**Administrative practices:** are the management or executive of the school performing administrative tasks, such as making decisions, communicating, and enforcing laws and regulations.

**Administration of school Rules:** refers to the process of implementing of putting in place rules that control behaviour or discipline in secondary schools

**Communication methods:** refer to techniques for obtaining and sharing information about student difficulties, including announcements made during assemblies and the involvement of student council leaders in matters involving student conduct..

**Discipline Management Policy:** relates to the broad standards created by the Ministry of Education in 2013 for the supervision of pupil behaviour in secondary schools.

**School Rules:** refers to the strictness with which the administration enforces the rules or codes that control the conduct of students in secondary schools.

**Secondary Schools:** are educational institutions that provide as a bridge between elementary and college. They often offer preparatory programs, and the discipline of their pupils is impacted by certain administrative procedures.

**Student involvement:** refers to the degree to which students participate in decision-making, either directly or through their leadership, as well as how satisfied they are with that involvement.

**Students' discipline:** refers to documented violations of conduct codes by secondary school pupils, including sneaking, cheating on exams, disobedience, quietness, and disruptive behaviour.

**Welfare Management:** is the management of student services, including the quality of the provided meals, lodging, health care, co-curricular activities, and entertainment.

### **1.11 Organisation of the Study**

This study was organised into five chapters. Chapter one covered introduction and contained the background to the study, statement of problem, purpose and objectives of the study, research hypothesis, significance of the study, limitations, delimitations, assumptions of the study and definition of operational terms. Chapter two contains the review of related literature as guided by the theme of study objectives and presents the conceptual framework and summary of literature review. Chapter Three covers research methodology and contain research design, target population, sample and sampling procedure, research instruments, validity and reliability of the instruments, data collection and data analysis procedures. Chapter four contains presentation and interpretation of the results of data analysis. Chapter five provides a summary of research findings, conclusions and recommendations as well as suggested areas for further research.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter provides an overview of student discipline, including the impact of communication strategies, student involvement in decision-making, management of student welfare, and application of school regulations. It also outlines the intellectual framework and the theory that underlies the research.

#### 2.2 Concept of Student Discipline

Every student must adhere to discipline as a minimal standard of performance (PISA, 2021). The action done by a teacher or the school organization towards a student (or group of students), in accordance with Scarlett (2015), when the student's behaviour interferes with a current educational activity or violates a rule established by the instructor or the school system. According to the New Brunswick Teachers' Association (2010, cited in Ilyasin, 2019), students have a responsibility to keep their classrooms clean, avoid peer conflict, follow school rules, arrive on time, and understand that they are constantly under the supervision of their teachers. Yet, researchers have identified causes of cases of student indiscipline all throughout the world without any appreciable, consistent outcomes. In Karak District, Pakistan, Suleman, Hussain, and Kayani (2017) looked into the causes of absenteeism among secondary school students. The results showed that the most important factors influencing truancy are those related to electronic media. Suleman et al. (2017) failed to mention how administrative practices affect student absenteeism, though.

Crawshaw (2015) conducted a review of the literature to determine how secondary school instructors in several nations, including Australia, China, Greece, Jordan, Malta, the United Kingdom, and the United States, perceived student misbehaviour

from 1983 to 2013. The investigation of changes over time and international comparisons were made possible by the identified resources. The major findings were that teachers' views of significant and high-frequency misbehaviors were generally stable over time and across national boundaries. For their part, Owunwanne, Rustagi, and Dada (2010) carried out a study at Howard University to look at how the students felt about plagiarism and cheating in academic settings. In particular, team leaders in the school of business were polled at the beginning of the 2010 Spring Semester during a meeting, and freshmen were polled on the same topic after their final test at the end of the semester. According to research, student cheating rates are higher when students are left to their own devices. Findings also indicated that students did not view getting assistance from a buddy during an exam as cheating.

Darrin (2017) created a structural equation model for Thailand that took into account motivation to study, individualism in the learning environment, and mindset to explain academic dishonesty. The results showed that altering one's mindset, the learning environment, and one's motivation could alter one's view of academic dishonesty. Moreover, it is crucial to highlight that Owunwanne et al. (2010), Crawshaw (2015), and Darrin (2017) did not address administrative policies intended to curb fraud among secondary school pupils.

In their 2017 study, Nawi, Roslan, Idris, and Hod attempted to identify the prevalence of sexual behaviours and related risk factors among Malaysian school-aged teenagers. Results showed that 30.1% of people engaged in sexual behaviour, of which 26.8% were pornographic, 8.5% engaged in pre-sexual behaviour, and 2.9% had sex before marriage. Nawi et al. (2017) did not, however, mention how administrative practices deal with the frequency of sexual activities. Ishak and Fin (2015) conducted a different study to determine the causes of absenteeism among secondary school

students as well as the relationships between the causes. The sample consisted of 472 Malaysian truants who regularly missed between 10 and 40 days of school annually. The findings showed that key contributing variables of truancy include the personality of the teacher, students' attitudes toward school, the environment in the classroom, the school administration, the instructors' instruction and the environment outside the classroom, peers, and families. Ishak and Fin (2015), however, only included truant students and excluded school officials.

Sun and Shek (2012) looked at instructors' perceptions of junior high and secondary school students misbehaving in the classroom to determine the most prevalent, objectionable, and problematic student issue behaviours. We did twelve individual interviews with teachers. 17 problematic student behaviours were compiled in a list. Talking out of turn and verbal violence were the two most undesirable issue behaviours, which were followed by disrespecting teachers in terms of disobedience as well as rudeness. According to the findings, teachers believed that student problem behaviours were those that involved breaking the rules, transgressing implicit norms or expectations, being inappropriate in the classroom, and disrupting teaching and learning, and that these behaviours primarily required teacher intervention. Sun and Shek (2012) did not, however, demonstrate how administrative practices connect to student disciplinary measures. They solely used the instructors' impressions.

Kapueja (2014) looked into the definition of discipline as well as how principals of rural secondary schools in KwaZulu-Natal see and oversee it in their institutions. It was discovered that schools continue to utilize corporal punishment as a form of discipline, oppose the implementation of alternative sanctions, struggle with dysfunctional governing body members, and lack parental support. However, it is important to highlight that Kapueja (2014) did not take into account other

stakeholders, such as students and teachers, and only included principals in the investigation. The causes and effects of test misconduct among junior high school pupils in New Edubiase, Ghana, were investigated in a different study by Ampofo (2020). Using questionnaires is one of the study's approaches (open and close ended questions). In all, 90 respondents—60 students and 30 teachers—were chosen at random and with a specific purpose for participating in the study. The findings show that the nature of test malpractices committed by students included cooperation, examination leakages, smuggling of responses scripts and late submission of packages, putting foreign materials into the examination hall, and impersonation. These malpractices result in a complete lack of faith in the educational system, lower student enrollment, and frequent result cancellations. Ampofo (2020) did not, however, concentrate on administrative management techniques that affect students' behaviour.

In Owerri Municipal Area, Imo State, Nigeria, Uzoka and Njoku (2015) looked into how environmental influences affected the behaviour of secondary school students. According to the findings, among the environmental elements that have a significant impact on secondary school kids' behaviour are their homes, schools, and cultures. However, Uzoka and Njoku (2015) did not demonstrate how administrative methods take into account the external elements affecting students' discipline.

Mekuria (2012) conducted a study in Ethiopia to investigate and characterize the nature, prevalence, trends, severity, causes, and impacts of student misbehaviour in Shashemene secondary schools, as well as the reaction techniques. Data from both primary and secondary sources were gathered and examined. The findings showed that disruptive student behaviours in the classroom are very common. In Shashemene School, over one in four kids misbehave in a school year. Erena (2015), who is still in

Ethiopia, evaluated the various student disciplinary issues in the Addis Ketema Sub City preparatory schools. The most common sorts of student conduct issues in this study included exam cheating, lack of social interaction among students, disobedience, fighting, mobile phone use in class, shoplifting, calling teachers by name, and vandalism or damage to school property. Although while Mekuria (2012) as well as Erena (2015) examined the many forms of student misconduct, they did not clarify the administrative procedures used to deal with the issues.

Temitayo, Nayaya, and Lukman (2013) researched the different sorts of disciplinary issues, their potential causes, and Zimbabwe's management strategies. In the metropolis of Jalingo, a sample of 1000 respondents was taken from four public secondary schools. According to the findings, common examples of disciplinary issues in the research area include truancy, absenteeism, fighting, shoplifting, and drug abuse. Temitayo et al. (2013) did not, however, indicate how administrative practices connect to the different categories of student disciplinary issues.

Ndibalema (2013) aimed to investigate how secondary schools in Tanzania perceived bullying behaviours from the perspectives of teachers and students. It was discovered that bullying was seen to have a prominent physical component. Bullies are more likely to be boys than girls. Starovoytova and Namango (2016) looked at what influences undergraduate engineering students at Moi University in Kenya's cheating conduct. It became clear that cheating is a widespread problem among students and that it will be challenging to eliminate. Students admitted that they use their phones during exams to Google or to review their notes. While involving university students in their research, Starovoytova and Namango (2016) did not demonstrate how administrative practices connect to the issue of cheating.

For their part, Owenga, Aloka and Raburu (2018) used a cohort of 51,900 students of which 380 were sampled in Kisumu County, Kenya, to study the association between specific personal variables and examination cheating among secondary schools. A sequential explanatory design was employed in this investigation. The results revealed a statistically significant positive association between individual factors and the total perceived degree of exam cheating, which accounted for 35.1 percent of the difference in perceived levels of examination cheating among students. After the variance caused by all other factors in the model was taken into account, the highest personal determinant was gender (Beta=.467). The least impact on exam cheating (Beta=.048) was student self-esteem. All of the personal factors had a statistically significant impact on the cheating on exams among secondary school pupils. Owenga et al. (2018) did not, however, address how administrative policies affect these instances of exam fraud in public secondary schools.

The administration of the KCSE examination and anomalies among students in secondary schools in Mandera County, Kenya, were evaluated by Adow, Alio, and Thinguri in 2015. 33 secondary schools were the study's target population, and it used a triangulation design. Using questionnaires and interviewing protocols, data was gathered. One of the most prevalent types of exam irregularity has emerged: bringing pre-prepared answers to the exam room. Also, it has been proven that during national exams, pupils plagiarize one another. Adow et al. did not highlight the administrative procedures implemented to influence or control these examination anomalies (2015).

Onditi (2018) looked on how student leaders handled behaviour management in Kenyan secondary schools. The study used a mixed-methods research design, and questionnaires and interview schedules were used to gather data that could be presented both qualitatively and quantitatively. The study's target population included



student leaders and deputy head teachers at public secondary schools in Kenya's Nakuru County. Descriptive statistics were used to analyse the acquired data, and themes were created utilizing the qualitative data. The study's conclusions demonstrated that student leaders are crucial in overseeing student behaviour.

In public day schools in Kitui County, Kenya, Musau and Okoth (2017) explored the effects of student exposure to electronic media at home on parental involvement in managing student behaviour. Using surveys and focus groups, data was gathered from principals, Form 3 class instructors, and Form 3 students. The researchers' data supported the prediction that there is no statistically significant difference between parental engagement in managing students' behaviour and student exposure to electronic media facilities. They came to the conclusion that although this was not statistically significant, students' access to electronic media facilities affected parental engagement in managing students' behaviour.

### **2.3 Communication Methods and Student Discipline**

Any company depends on efficient communication for its existence and well-being. Communication is the lifeblood of any organization. The school is managed through communication because it is an educational institution. Communication between the school administrators, teachers, and students allows information to flow (Abiodun-Oyebanji, 2019; Mull, 2020; Tyler, 2016; Yao, You & Zhu, 2020). Communication is the act of transmitting a message that involves a common understanding among the contexts in which it occurs. The communication process follows a systematic procedure. It is give-and-take method involving the sender and the receiver (Nakpodia, 2015). Typically, the sender must have a message to convey, making it a three-way grid with the sender, message, and receiver. Without consistently producing results, researchers have looked at how communication affects academic

standards without sufficiently examining how it affects student discipline. For instance, Tyler (2016) investigated how well principals communicated in high-performing Title I primary schools in Virginia, USA. The data for this qualitative study came from semi-structured interviews with eight principals. Results demonstrated that leadership communication, including a student-centred decision-making strategy, decision-making transparency, and shared decision-making with the principal and teachers, were helpful for fostering trust between school principals and teachers. In the same context, Mull (2020) used a qualitative approach (interviews, open-ended questionnaire) to analyse how the principals' communication approaches influence job satisfaction of experienced teachers in Houston, Texas. The author showed that tone and mode of communicating influence satisfaction and intent to quite among teachers. Arsenijeviae, Andevski, and Jockov (2017) examined the relationship between the educational environment and the communication style, personality attributes, and kind of school of the teachers. In Serbia's primary and secondary schools in 2016, 221 teachers participated in the survey. The findings imply that evaluating relationships between students and between students and teachers should be done primarily in light of the communication style and other personality qualities of the teachers.

At cycle 1 schools in Al Ain city, Emirate of Abu Dhabi, AI Hajar (2016) examined the impact of principal communication on students' grade achievement and offers recommendations to enhance principal-teacher communication. A substantial correlation between principal-teacher communication strategies and students' grade performance was found by the study. AI Hajar (2016) put more emphasis on communication between principals and students' academic success than on student behaviour. In another study done in the Republic of China, Yao et al (2020) explored

how management of principal-teacher communication affect performance of the latter using a sample of teachers from secondary and primary schools in Beijing, Hubei, and other provinces. Results showed that principal-teacher communication significantly predicts wellbeing and performance of teachers.

In a different study, Krystelia and Juwono (2016) evaluated the degree to which Jakartan schoolchildren in the academic year 2012–2013 experienced communication issues. Data analysis showed that there are issues with communication in the school that range from personal issues to implementation of meetings and reminders of the academic calendar program. In the United Arab Emirates' Ain government schools, Ali and Sherin (2016) looked into the connection between the principal's communication methods and academic achievement (UAE). For the collection of quantitative and qualitative data, respectively, questionnaires and interviews were utilized. The findings demonstrated that Al Ain school leaders were consistently expressive in their communication and never displayed aggression, melancholy, or threat. The findings also demonstrated a correlation between high performance and the principal's supportiveness style, with the principal's preciseness style having the best correlation with high performance. Yet, neither Ali nor Sherin (2016) nor Krystelia and Juwono (2016) indicated how these communication patterns affect students' behaviour.

Researchers in Africa have likewise concentrated on communication as a management approach for school problems, albeit it appears that little attention has been made to the administration of student discipline. In Nigeria, Abiodun-Oyebanji (2019) looked into how principals' communication styles affected secondary school performance in the Ibadan city and how that would affect the realization of vision 2030. With a sample size of 375 teachers selected from five local governments in the Ibadan city,

the study used a descriptive survey approach. Data gathering involved the use of a questionnaire. The findings showed that among school principals, face-to-face communication was the most common pattern adopted, and that it contributed more to the effectiveness of the schools than other patterns of communication. Afful-Broni (2012) investigated how Ghanaian school administrators handled disputes. According to the findings, the threats to students' autonomy, the disdain for instructors' and students' needs, and the struggle for control of limited resources were the root causes of conflict in the school. Umeogu as well as Ojiakor (2014) attempted to understand the effects of the internet, particularly social media, on Nigerian youths. The results of the study of 200 questionnaire copies showed that the internet has had a negative impact on Nigerian adolescents' education, morals, and culture, among other things.

The studies by Abiodun-Oyebanji (2019), Afful-Broni (2012), and Umeogu and Ojiakor (2014) make it very evident that communication is not a tactic utilized by school principals to manage students' discipline. The management of conflicts, general administration, and student academic performance appear to be the focus of attention. Nonetheless, the goal of the current study was to emphasize the importance of principals' communication in managing student behaviour in Kenyan secondary schools.

Little research has been done in Kenya, as well as other nations, on the communication methods used by school principals to instil discipline in their students. In Kenya's Naivasha district secondary schools, Kindiki (2009) evaluated the impact of communication on student behaviour. Questionnaires, interviews, and documentation were used in the study's qualitative methodology as data collection tools. According to the findings, communication channels are weak because school administration rarely discusses rule and regulation implementation with students.

Ineffective communication leads to conflict, confusion, and a lack of trust in the school administration. At secondary schools in Kirinyaga County, Kenya, Keiyoro, Gichovi, and Ngunjiri (2016) evaluated the impact of the school's leadership on the integration of information and communication technology (ICT) in the teaching and learning process. The study used a descriptive survey design to gather information about the intended audience. According to the study, few leaders in the chosen schools used ICT resources, and as a result, they offered little assistance for the adoption of ICT in their institutions. They were oblivious to the potential benefits of Technology for education, which is why this occurred. In a study published in 2013, Kiplangat (2013) aimed to evaluate the usefulness of an orientation and induction program for freshmen in public secondary schools in the Bomet District. The results showed that public secondary schools offered new students functional orientation and induction programs, with their main goals being to explain the school's policies to them, acquaint them with the daily schedule and curriculum, and mentor and advise them on academic choices and future career options. However, communication methods and their effects on student discipline formed the focus of the current study.

The discussed studies in the above paragraphs provide evidence that communication methods have been relied upon as an administrative practice in conveying diverse information between key players in educational institutions. The reviewed studies have demonstrated that methods such as face-to-face communication, for example, have been effective in driving home the objectives of the school across different stakeholders. Nevertheless, there was also need to focus on other administrative practices such as student involvement in decision-making more so in relation to student discipline management.

## **2.4 Student Involvement in Decision Making and Discipline**

The leadership of secondary schools must make sure that students are active since it is essential to include all stakeholders in the daily management of educational initiatives. Krystelia and Juwono (2016) assert that student council participation in school administration implies active participation in school-based decision making. This is based on the idea that schools are better positioned to address or manage their difficulties because they are more aware of their students' needs. Based on the data from the studies that are currently available, academics have tended to pay little attention to the impact that student involvement in decision-making has on student discipline. Additionally, university settings rather than secondary schools have been the focus of the majority of studies on student involvement in decision-making.

Carey (2015) investigated whether there is a typical customer-provider relationship between students and their colleges. The results of a poll taken by 1300 students at a UK university showed that students do not always consider themselves as consumers. A consumerist viewpoint doesn't seem to be inherently antagonistic to involvement, however. Acharya (2015) aimed to shed light on student involvement in the administration of Tribhuvan University (TU) and Kathmandu University, two universities in Nepal (Kathmandu University). Semi-structured interviews and official papers were used to gather the data. It was discovered that student involvement helped to lessen long-standing disputes between students and university administrators at Tribhuvan University and fear of outside influence (political control) at Kathmandu University. The results also showed that student involvement had little bearing on their ability to assume equal responsibility and participate fully in university decision-making. Students or their representatives are just consulted; opinions, feedback, or concerns from students were gathered without a promise that they would be taken into

account throughout the decision-making process. Acharya (2015) and Carey (2015) did not pay any attention to secondary school students, nevertheless.

In their 2017 study, Mithans, Grmek and Agran centered their attention on the problem of student participation in decision-making. Students in the study ranged 10 to 17 years of age. Of the total, 458 students were enrolled in Slovenia and 322 in Austria, respectively. Data were gathered using a questionnaire, and descriptive and inferential statistics were used to process them. Results indicated that opportunities for students to participate in decision-making and areas where they want increased participation in schools remain limited. The survey also revealed that Slovenian students have less opportunity for decision-making than Austrian students do ostensibly because Slovenian administration do not accord students adequate opportunities of participation. The findings also show that participation in the classroom environment is still uncommon despite its clear benefits, legal support, and numerous calls for its adoption.

The effectiveness of the University of the Western Cape's (UWC) Students' Representative Council (SRC) in advocating for student concerns during negotiations with university administration to lower the user-price per student for the new Kovacs Residence, a PPP student housing complex on the UWC campus, was examined by Mugume and Luescher (2015). The study demonstrates that, even if this view differs from how students perceive it, the SRC effectively represented students' interests in light of the various steps it took to include university management and the consequent decrease in the user-price annually. Oni and Adetoro (2015) investigated the effects of student participation in leadership and decision-making in Nigerian universities as well as the effects on leadership effectiveness. According to the research's findings, there is a considerable connection between good leadership and student decision-

making. Additionally, research demonstrates that decisions made with and without student engagement differ significantly from one another. On the other hand, there was no discernible difference in decision-making in public and private universities in terms of leadership effectiveness. Oni and Adetoro (2015) and Mugume and Luescher (2015) involved university students, but comparable research should also concentrate on secondary school students, it should be highlighted.

Similar to this, Kassa (2016) investigated the variables influencing students' involvement in extracurricular activities in three secondary schools in the Bole Sub-City of the Addis Ababa region. The research design used in the study was descriptive. Data were gathered from 170 secondary school students and 43 secondary school teachers from three secondary schools in Bole Sub-City that were purposefully sampled. According to the survey, issues that prevent students from participating in extracurricular activities include a high academic load, unclear extracurricular activities, a lack of interest in participating, a lack of motivation and rewards, and the school's emphasis on academic performance. The extracurricular activities provided by their school did not satisfy the students.

Mboyonga (2018) investigated how student representative councils in three particular boarding secondary schools in Zambia's Chipata District helped to quell riots. In the study, head teachers, teachers, and student representatives were the target audience. A descriptive case study based on a qualitative research design technique was used. The results showed that student councils played a variety of responsibilities, from representational duties, communication objectives, and maintenance of discipline to developing a sense of ownership among students, in order to quell disturbances. Mboyonga (2018), however, did not take a quantitative approach into account and was restricted to qualitative techniques of data gathering and analysis. This suggests



that there were insufficient quantitative data to complement the qualitative data in the study.

Nzioki (2015) looked into the effects of student council participation in leadership positions in public primary schools in Kangundo Sub County, Kenya. The results showed that students' involvement in many school activities, such as developing school rules and regulations, dealing with issues of school time keeping, ensuring school sanitation and hygiene, and organizing extracurricular activities, leads to good performance and simple management. Nzioki (2015), on the other hand, concentrated on public primary schools; as a result, the current study and similar ones needed to be conducted at secondary schools.

The effect of student councils on the administration of discipline in secondary schools in Kenya's Kirinyaga East Sub-County was evaluated by Murage, Mwaruvie, and Njoka (2017). The study discovered that students had favourable opinions of student councils when the organization and their selection were perceived as fair, whereas in some cases, they disregarded the advice of student councils whose selection was perceived as unjust. It is important to highlight that Murage et al. (2017)'s findings did not link student council involvement with student misbehaviour in secondary schools.

A study of (2011) Tikoko, Kiprop, and Bomett looked on the type of student involvement in Kenyan secondary schools. A survey questionnaire was given to 150 students in secondary school and 60 teachers in order to gather data. The results showed that while there had been attempts to incorporate student opinions into school policy, these efforts had mostly been tokenistic and had not addressed fundamental management difficulties. Student exclusion from important decision-making bodies, including the Board of Governors, Parent Teacher Associations, and special

management committees, was also discovered. Moreover, prefect body, assemblies, notice boards, and class meetings were favoured methods of obtaining student opinions.

Furthermore, it was discovered that dialogue- and open-discussion-promoting communication methods were underutilized and unpopular. The baraza system, student council, public forums, and student parliaments were some of them. However, Tikoko et al. (2011) neglected to discuss how such student participation affects the study's student population's sense of discipline.

Similar to this, Nandeke, Chumba and Kiprop (2017) looked into how student council involvement affected the management of discipline in public secondary schools in Kenya's Teso North Sub-County. The purpose of the study was to determine how student council engagement in creating rules and regulations affected administration of discipline as well as how student council involvement in creating punishment affected management of discipline. The intended audience consisted of 7379 pupils, 189 teachers, and 27 principals from 27 different schools. A random sample of 365 pupils, 18 teachers, and 9 principals were used in the research's descriptive survey approach. An online survey that was self-administered was used to get the data. The study found that while students were involved in creating punishment in schools, they never responded favourably to it and that a lack of student involvement was to blame for many of the disciplinary issues schools faced. It was also discovered that student participation in the school's handling of student punishment was haphazard. Despite this, Nandeke et al. did not explain how such student participation affected pupils' behaviour (2017).

In Tharaka-Nithi and Nairobi Counties, Kenya, Kagendo (2018) undertook a study to ascertain the degree of student involvement in decision-making in secondary school management as well as its effect on student discipline. The study used a mixed-methods approach. A total of 38 secondary schools, 38 head teachers, 293 instructors, 753 students, 72 student leaders, 24 parents, and 3 SCDE were included in the samples, which were drawn using stratified random sampling, simple random sampling, and purposive sampling techniques. The research revealed that while the councils were not represented at BOM, PA, or staff meetings, the majority of schools have established Student Councils as a means of student leadership. The investigation also discovered that there was little student involvement in the administration of the school's money, physical assets, and staff members. However, Kagendo (2018) has not highlighted how student participation affects pupils' behaviour.

Wambua, Okoth and Kalai (2017) looked into how student participation in decision-making by principals affects student behaviour in secondary schools in Machakos County, Kenya. On a target population of 4602 student leaders, 300 teachers, and 354 secondary school principals, the study used a descriptive survey design. The results showed no evidence of a relationship between decision-making and a reduction in drug and alcohol misuse, incidences of arson, or student suspension. In a different study, Ogweno et al. (2016) investigated how the use of participatory decision-making by principals affects the behaviour of students at secondary schools in Kiambu County, Kenya. The researchers used a descriptive survey methodology and a mixed methods technique to collect and analyse data from a sample of 375 pupils, 55 class instructors, 15 principals, 21 deputy principals, and 15 principals. According to study findings, indiscipline was more common in schools without suggestion boxes or class meetings.

It should be noted based on the studies reviewed in the preceding paragraphs that involving students in decision making processes has significant effects on diverse institutional outcomes including discipline management. However, even though a number of these studies have highlighted the fact that the students have only been partially involved in making decisions regarding matters affecting them in school, there was also need to focus on other administrative practices which could also affect students' behaviour while in school such as provision of welfare services. This was also expected to provide more perspectives with regards to practices which might affect behaviour of learners while in the school premises.

## **2.5 Students' Welfare Management and Student Discipline**

Suleiman, Hanafi and Taslikhan (2016) observed that managing student welfare services is a crucial aspect of running a school. Yet, the majority of researches have tended to ignore student behaviour or disruptive learning and instead link the provision of welfare services with academic success. Lee (2011) investigated the unique function of nurses in Hong Kong's primary and secondary school population's access to school health services. The school nurses reported that in order to manage the demands and the variety of their roles and to support the health and educational needs of the students and their local communities, they needed to maintain a diverse range of skills and knowledge, including effective communication skills and clinical updated knowledge. However, Lee (2011) did not pay attention to how nurses' work in providing health care affects students' behaviour.

Using a review of studies, Ciobanua (2013) investigated the contribution of student services to the enhancement of the student experience in Romanian higher education. In order to provide the necessary support for academic engagement and promote

personal, social, cultural, and cognitive development, the review found that effective student services that are focused on its needs were required. The research revealed that the role of these student services was influenced by the beliefs and values of the employed staff, by how policies are developed, by the content of the curriculum and services, and by the level of understanding regarding the students' development and how the environment shapes their behaviour.

Amit (2019) evaluated the student welfare services offered by state colleges in Samar Island in the Philippines. This study was qualitative, and the respondents' sample included university presidents, deans and heads of student affairs and services, staff members, and students. The results showed that the status of the student welfare programs and services implementation in the universities was rated as very satisfactory on the different programs and services such as admission, career as well as placement service, economic enterprise development, food services, guidance and counseling, and health services, among other programs and services.

In South Africa, Mushonga et al. (2017) looked at the welfare services offered at the University of Fort Hare and attempted to determine how satisfied the students were by responding to three fundamental study questions: What amenities are offered to students? Are students happy with the welfare services that are offered? How easily do the enrolled pupils have access to these welfare services? A qualitative research strategy was used to try to address these study issues. Data was gathered from the community of undergraduate to postdoctoral students enrolled at the University of Fort Hare Alice campus using a case study research approach. The main conclusions of this study were that there was very little student satisfaction with social services, especially when it came to topics like welfare services, welfare provision criteria, awareness, as well as overall welfare provision. Nevertheless, Mushonga et al's

(2017) study excluded participants who attended public secondary schools. The current study investigated whether students were satisfied with the welfare services offered, drawing on the cited study for inspiration. The services were described, and the degree to which each service satisfied the students was assessed.

Nwite and Nwuche (2016) looked at the evaluation of student personnel services in Nigerian colleges of education. There were 6184 faculty members and 8,569 students, respectively, from federal and state institutions of education. The results indicated that neither college's student personnel services were sufficiently adequate. Regarding the scope of available student personnel services in both institutions of education, there was no discernible difference. In a tertiary institution, Ntakana (2011) investigated the efficacy of student assistance programs. The findings showed that support programs help students develop holistically, and the majority of respondents were happy with the effectiveness of the support programs. Nwite and Nwuche (2016), along with Ntakana (2011), did not, however, emphasize secondary education.

In the Southern and Lusaka Provinces, Luyando (2015) investigated elements that have a detrimental impact on the delivery of curriculum services in inclusive secondary schools. According to the study, providing instructional services was severely impacted by a lack of large, welcoming spaces designated for guidance and counseling, a lack of counseling time, inadequate books, assistance from other staff members and administration, and a high learner-to-counsellor ratio. Once again, Luyando does not prioritize academic services and student discipline (2015). Similar to this, Maore (2014) investigated how student management techniques used by head teachers affected the wellbeing of students in secondary schools in Kisii, Kenya. The results showed that head teachers provided more facilities for the safety and recreation of pupils, which in turn affected the students' well-being.

## **2.6 Administration of School Rules and Students Discipline**

With the end of corporal punishment and the rise of counseling and mentoring, the way that school rules are enforced around the world has changed (Makewa et al, 2017). So, it appears that the human rights perspective has been considered when determining the severity of how rules are implemented. Yet, it doesn't appear that past research have paid much attention to how the implementation of school policies with a tight enforcement strategy affects discipline among secondary school pupils. Marshall (2020) wanted to comprehend how administrators thought about using corporal punishment in public elementary schools. The study focused on administrators' beliefs regarding the effectiveness of physical punishment and its application in four elementary schools in the southeast of the United States. With the end of corporal punishment and the rise of counseling and mentoring, the way that school rules are enforced around the world has changed (Makewa et al, 2017). So, it appears that the human rights perspective has been considered when determining the severity of how rules are implemented. Yet, it doesn't appear that past research have paid much attention to how the implementation of school policies with a tight enforcement strategy affects discipline between several secondary school pupils. Marshall (2020) wanted to comprehend how administrators thought about using corporal punishment in public elementary schools. The study focused on administrators' beliefs regarding the effectiveness of physical punishment and its application in four elementary schools in the southeast of the United States.

Marshall (2020) employed qualitative phenomenographic approach to analyse how administrators conceive practices related to use of corporal punishment among public elementary schools in South-Eastern United State of America. The main research queries revolved on the efficacy of corporal punishment and the infliction of

punishment using a sample from four schools. Social learning theory of Bandura as well as Hirsch's social control theory guided formulation of the study's conceptual framework. Semi-structured interviews with 12 school teachers (three from each of the four schools) formed the source of data. Immediate compliance, short-term effect, policies, practices, and emotional and behavioural problems emerged as key themes. The findings suggested that the administrators had limited belief in the efficacy of corporal punishment, noting that it has a short-term effect which only elicits immediate compliance. Nonetheless, the need to corroborate qualitative data with quantitative ones as well as the need to understand how social interactions within open systems envisaged in General System Theory necessitated the current study.

Ilyasin (2019) explored how students' discipline management is applied in order to address weakening human resources in 21st century using three different Islamic schools called madrasah in Indonesia. Participants comprised of madrasah principals, vice principals, classroom teachers, dormitory teachers, and students. Interviews were used as data collection strategy. The result shows that there are were discipline methods applied at the schools: the art of distribution, the control of activity, the organization of geneses, and the composition of forces. Similarly, findings also showed that creation of disciplined atmosphere or environment as well as normalizing judgement and examination administration were successfully applied. In another study, Ashfaq, Dahar and Malik (2018) sought to identify the serious administrative problems of head teachers in secondary schools in Pakistan using a sample of 82 head teachers from government and private secondary schools. In a different study, Ashfaq, Dahar, and Malik (2018) used a sample of 82 head teachers from government and private secondary schools to try to identify the main administrative issues that head teachers in secondary schools in Pakistan face. Data gathering involved the use of a



questionnaire. The findings showed that issues like a lack of teaching resources, political pressure, a lack of funding, and parental attitudes were issues that head teachers at educational institutions had to deal with.

Omemu (2017) looked at the association between principals' administrative tactics and how well they handled disciplinary issues in Nigeria. The sample consisted of 95 principals from Bayelsa State who were chosen at random. The results showed a substantial correlation between a principal's administrative approach and how well they handled disciplinary issues. It also demonstrated a substantial correlation between administrative strategy and how students' behavioural outcomes were evaluated. Arigbo and Adeogun (2018) conducted a different study to determine the relationship between punishment administered by instructors and the effects it has on students' academic performance in Nigeria. Four secondary schools were the study's target audience, and survey research was used in the study. Data collection methods included document inspection, questionnaire interviewing, and questionnaires. The results showed that the majority of pupils disagreed that punishment was meted out to them for the proper reason. They disagreed as well with the notion that the school's disciplinary committee handles student matters. Punishment has a negative impact on students' academic achievement.

Musa and Martha (2020) examined how Ugandan students in upper basic primary level were disciplined as a result of school administration systems. In this study, the effects of guidance and counseling, school rules and regulations, and a school-family initiative program on pupil behaviour at the upper primary basic level were all investigated. Data from a sample of 291 participants from 11 elementary schools was collected using a cross-sectional survey methodology that included quantitative and

qualitative methods. Results demonstrated that school rules and regulations, guidance and counseling, and school-family initiatives were significant predictors of students' behaviour at the upper primary basic level.

Alemenh (2019) examined in Ethiopia how pupils perceive the influence of school policies on encouraging good behaviour. Via the use of a mailed questionnaire instrument, the data were collected from 438 respondents. While 66.9% of the kids believed that school rules and regulations were effective in encouraging good behaviour, approximately 33.1% of them did not. The degree to which pupils were aware of the rules and regulations at school and how they felt about encouraging good behaviour were significantly correlated. In general, it was discovered that major influences on perspective of promoting good behaviour were students' understanding of school rules and regulations, parents' educational levels, civics and ethical education scores, and attitudes toward promoting good behaviour among students.

Simatwa (2012) looked on infractions and strategies employed by head teachers to maintain order in secondary schools in Kenya's Bungoma County. Twenty-107 students were being taught by 125 head teachers, 125 deputy head teachers, 1,575 teachers, and 2,075 prefects in 125 secondary schools. Data was gathered using questionnaires, interview schedules, and a document analysis guide. Descriptive statistics were used to analyse the data that was gathered. The study's conclusions showed that secondary schools saw a lot of infractions and that head teachers employed a variety of strategies for maintaining student discipline. These includes pinching, slapping, and smacking as well as expulsion, suspension, caning, physical punishment, detention, reprimands, kneeling, advice and counseling, fining, prizes, wearing school uniform at all times, and written self-commitments to continue good behaviour. It was determined that approaches to creating and upholding student

discipline in classrooms could not be used uniformly but rather depended on the surroundings. Simatwa (2012) did not, however, draw attention to the link between the discipline of pupils and these head teachers' practices. Furthermore, Simatwa hasn't clarified the part that student leaders performed in maintaining order in secondary schools.

Kiprop (2012) looked into how much teachers, students, and parents agreed or disagreed that the leadership and management abilities of the principal were crucial in the control of discipline in schools. The study was carried out in Nakuru County's Rongai Sub-county using a survey research design. The population of the study consisted of all of the teachers, students, and parents from all public secondary schools. Questionnaires were used to collect the data, which underwent quantitative and qualitative analysis. The results revealed a high level of agreement for all of the tactics falling within the effective leadership category, with the majority of tactics receiving support of at least 75%. This demonstrates that good leadership was valued by educators, parents, and students as a means of fostering better classroom discipline.

Nyakan (2018) also looked on how management skills of principals affected the standard of instruction in public secondary schools in Homa Bay County, Kenya. The study used a descriptive research methodology with a target population of 6 Sub County Quality Assurance Officers, 298 Sub County Bursars, 4795 Secondary School Teachers, and 298 Sub County Principals (SCQASOs). Principals, Bursars, and HODs self-administered questionnaires and SCQASO's in-depth interview guide were used to collect the data. According to the study, management skills of principals have an impact on academic achievement, discipline, instruction monitoring, and financial resource management.

Tallam, Tikoko, Sigei, as well as Chesaro (2015) looked into how the school's disciplinary committee helped to manage student behaviour in public secondary schools in the Rongai District of Kenya. The target population for the descriptive design study included all 28 of the secondary schools in the district's 28 head teachers, heads of the disciplinary committee, and directors of the counseling departments. Surveys were employed to gather information for the study. According to the findings, bullying is a key cause of indiscipline in schools, where it is also highly prevalent. The study's additional finding is that while most schools have disciplinary committees, they are ineffective. BOGs were also involved in the school's significant indiscipline problems.

In public secondary schools in Makueni County, Maingi, Maithya, Mulwa, and Migosi (2017) examined the impact of school rules' formulation on students' behaviour. The study used a descriptive survey approach and targeted 324 principals, 3,865 teachers, and 97,200 pupils in public secondary schools in Makueni County. Data was gathered using a questionnaire, interviewing guidelines, and an observation schedule. Findings indicated that levels of student discipline in public secondary schools in Makueni County were significantly positively correlated with the techniques used to develop school rules and regulations.

At Kenyan secondary schools, Nyongesa, Kiprop, and Chumba (2019) investigated the institutional solutions for controlling the impact of social media on student behaviour. The pragmatic philosophical paradigm and a mixed-methods research methodology, including positivist and constructivist methods, were used in the study. The target group included 19,000 Form 3 students. 600 pupils from 40 different schools were chosen as the sample size using Scott Smith's formula. The 40 deputy principals and 40 heads of the guidance and counseling departments from the chosen

schools were chosen using a purposeful sampling method. Results showed that application of discipline management measures by schools was highly rated.

## **2.7 Education Policy on Discipline Management and student Discipline**

The United Nations Convention on the Rights of the Child (UNCRC, 1989) states that four fundamental principles should be used to implement the right to education. These include the right to equality, non-discrimination, the child's best interests, the right to life, survival, and development to the fullest extent possible, and the right of kids to express their opinions on anything that affects them and have those opinions given due consideration in accordance with their maturity and age (United Nations, 1989, cited in Kagendo, 2018). Most countries that have ratified the Convention have developed policies to end corporal punishment, provide free basic education, involve students in decision-making, and uphold children's rights, including a safe environment and humane treatment (UN, 2009; Osler, 2015). While there has been vigorous discussion about how these rules have affected the academic achievement of students receiving a decent education, nothing seems to have been said about how they have moderated the relationship between administrative practices and student discipline.

Sadik (2017) looked into how youngsters in Turkey perceived discipline using metaphors that they had created. A modelling tool created by the researchers was used to collect data from the 445 students who took part in the study. 143 metaphors—94 positive and 49 negative—about discipline were compiled at the conclusion of the study. The majority of the participating children saw discipline as a phenomenon that controlled their conduct, preserved order, and was essential to social interaction. Other good perceptions of discipline include learning and development, self-control, a

defence mechanism, organized and planned study, and teamwork. On the other hand, negative metaphors tended to be power and control focused, as well as the discipline committee was referred to as the supreme authority body. According to the students' opinions, the teachers used warnings, shouting/scolding, and punishment to deal with misconduct in the classroom. The most popular methods of enforcing discipline in schools were listed as school regulations, clothing code, and forbidden product checks at the school's entry, the Discipline Committee, and disciplinary rules. The majority of students who believed that punishment was important for discipline said that the punishment should be appropriate and should not entail physical harm.

Phuntsho (2021) looked at the disciplinary difficulties and the perspectives of various stakeholders, including principals, Bhutanese counsellors, students, and parents, in a study that was primarily concerned with alternate means of enforcing discipline as prescribed by the international instruments. There were 15 people in the study's sample. The study is crucial because it contains information that will help a variety of stakeholders execute plans for keeping pupils in the educational system and enhancing their discipline. In order to cause the participants as little disruption as possible, the researcher conducted interviews with individuals from three schools over the course of one and a half months. The survey results show that through aggressive counseling and the implementation of remedial measures, counsellors play a crucial part in the transformation of students' behaviours and the development of their character.

Etinkaya and Koçyiit (2020) looked at the choices made by disciplinary committees at secondary educational institutions to explain why punishments are given to high school pupils and what those punishments are. The study also examines the distribution of these sanctions by gender, school type, and student grade. The data for

this qualitative case study were obtained through analyzing the documents. Nine high schools in a district of a province in Turkey's Aegean region make up the research's study group. 384 disciplinary cases that were documented in the disciplinary board minute books and on the e-school between the years 2016 and 2020 make up the study's data. On the data, content analysis was done. Condemnation is the most common punishment in the 384 disciplinary incidents that have been recorded in schools. The majority of the disciplinary actions are directed toward male students by gender, 9th graders by academic level, and vocational and technical high school kinds by educational setting.

In the context of Indonesia's education decentralization, Nurkolis and Sulisworo (2018) looked at the features of school effectiveness and the operation of the school effectiveness policy. This exploratory qualitative research design was carried out in 10 of the 35 districts/cities in the Central Java Province in 2016. The findings indicated that there are 8 traits common to successful schools: effective school leadership, efficient learning processes, active community participation, a positive school climate, increased professionalism among educators, raised standards for students, and a commitment on the part of teachers. These eight characteristics work in concert to improve student achievement. It has not been specifically mentioned that local government policy is needed to create a successful school.

In South Africa, Naong (2007) looked into how the elimination of corporal punishment affected teacher morale. A survey was given to a randomly selected group of teachers from eight Bloemfontein-area primary (n = 3) and secondary (n = 5) schools. The respondents were all older than 30 and had a combined teaching experience of more than ten years. Out of a test group of 80 respondents from schools in Bloemfontein, in the Free State, the study's findings showed that more than

65percent of teachers claimed that school discipline had gotten worse, and that their enthusiasm for teaching as well as the joy they had once felt in their jobs had been negatively impacted since the decision had been operationalized. Lack of discipline was undoubtedly the most common and pervasive explanation for low morale among the various factors listed by the teachers, and it generally seemed to be linked to the elimination of corporal punishment.

Shaikhmag and Assan (2014) looked into how learners behaved in South African high schools after corporal punishment was outlawed. In a South African educational region of the North West Province, a sample of 400 students and 100 teachers from ten high schools was chosen. The empirical investigation, in particular the application of the chi-squared test, indicated no positive relationship between the abolition of corporal punishment and increase in misconduct. This is in contrast to the theoretical investigation's main finding, which revealed that it was likely that the elimination of corporal punishment would result in an increase in unruly behaviour.

In their 2018 study, Arigbo and Adeogun attempted to determine how punishment administered by instructors in Nigeria affected students' academic performance. The survey research design used for the study was particularly cross-sectional. In addition to an interview guide and a document review, a questionnaire served as the primary data collection tool. We chose four secondary schools at random. Findings revealed a negative significant association between punishment administration and academic achievement, indicating that as punishment levels rise, pupils' performance declines.

Ige (2019) used the Public Secondary Schools in Ondo State, Nigeria, to research the variables impacting the efficacy of the Disciplinary Committee in schools. The design of a descriptive survey was used. The principals and vice-principals of the state's 304



public secondary schools made up the bulk of the population. To choose the 40 secondary schools for the study, multistage, stratified, and simple random sampling methods were used. This study was guided by three questions and three hypotheses. Data were gathered using a questionnaire that had been reliability tested and validated ( $r=0.85$ ), and it was constructed on a 4-point Likert scale. The data were then analysed using a frequency distribution table, mean, and the SPSS tool. At a significance level of 0.05, hypotheses were evaluated using the chi-square statistic. The study identified a number of issues that affected the committee's efficacy, including the lack of/inadequacy of committee member experience, information leaking, and partiality in the administration of punishment to criminals. It is advised that committee members be given the freedom to work without interruption, that teachers work cooperatively with members, and that members receive in-service training, to name a few.

Kindiki (2015) looked into the political ramifications of ending corporal punishment in Kenyan secondary schools. From a target population of 3228 instructors, students, and parents, a sample of 355 was chosen utilizing a survey design, questionnaires, interviews, and documentation. The information was analysed using themes. According to the findings, parents and teachers are the groups with the highest knowledge of the need to abolish corporal punishment, at 94%, followed by students at 80%. Schools have been obliged to consider alternate techniques of enforcing discipline such as counseling and suspension which proved to be considered as the most effective alternative methods due to variances in opinions towards the policy of abolition of corporal punishment.

In Kenya's Gatundu North District, Kiambu County, Kamau (2013) looked into how students' academic performance was impacted by their awareness of children's rights.

To conduct the study, a descriptive survey research design was used. The study focused on 620 teachers, 12,400 pupils, 31 secondary school principals, and 31 secondary schools. 124 pupils, 62 instructors, 9 principals, a D.E.O., and DQASO were included in the study's sample size. 197 responses made up the final sample as a result. The respect for children's rights among school students has an impact on whether or not students are disciplined. Instructors disagree that kids' academic performance is impacted by their awareness of children's rights.

Kimani, Kara, and Ogetange (2012) looked into how primary school teachers and students felt about using physical punishment. A descriptive survey research design was used for the investigation. From the thirty public primary schools in Starehe Division, 60 teachers and 300 students were chosen using a simple random sample method. Information from the students and teachers was gathered via questionnaires. Also interviewed were ten head teachers. Both qualitative and quantitative analyses were done on the data that was gathered. According to the report, students experienced corporal punishment at school frequently. Everyone in power at school, even prefects, used corporal punishment. The most common corporal punishment methods employed on students at school included canning, slapping, kneeling down, pinching, hair pulling or ears, and making them perform manual labour. The school's ethos and culture were seen by the head teacher, instructors, and students as including corporal punishment. The study came to the conclusion that instructors and administrators are ill-equipped to cope with indiscipline in the absence of corporal punishment.

The effectiveness of the Induction Course in Educational Management (ICEM) in-service training on management of public primary schools in Nairobi County was examined by Ongoto, Ogola, and Malusu in 2019. The head teachers of public

primary schools, the chairs of the boards of management (BOM), senior teachers, lower-level employees, school prefects, and KEMI staff trainers were the study's target demographics. Using structured questionnaires, data was gathered. According to this study, head teachers had a very favourable opinion of ICEM training since it had a significant impact on how they managed the finances, people, and physical assets of their schools.

In secondary schools in Kenya, Onyango et al. (2018) looked into the efficiency of counseling and guidance in managing student behaviour. 431 instructors, 40 heads of guidance and counseling, including 40 deputy principals made up the target population for the mixed method approach with convergent parallel design. Using questionnaires, interview schedules, and document analysis guides, data was gathered. According to the study, there is a strong and significant association between guidance and counseling and the control of student behaviour.

Mulwa (2014) looked into how different disciplinary techniques used by principals affected student behaviour in public secondary schools in Kenya's Kitui County. The study's goals were to determine the impact of principals' use of peer counseling, suspension of disobedient students, expulsion of students, and utilization of class meetings for group decision-making on students' behaviour. The Systems theory served as the study's foundation. The ex post facto research approach was used. The 333 public secondary schools, 333 Principals, 333 Deputy Principals, 1665 HoDs Guidance and Counseling, Board of Management (BoM) chairpersons, the County Director of Education, and Kitui law courts Resident Magistrate made up the target population for the study. Simple random sampling, purposeful sampling, and stratified proportionate sampling were used to determine the sample size. The sample size for

the study included 101 public secondary schools, each with a Principal, Deputy Principal, HoD for Guidance and Counseling, 15 members of the Board of Management, the Director of Education for Kitui County, and a Resident Magistrate for Kitui Law Courts. Due to their size and the fact that they provided information that was relevant to this study, a purposeful sample technique was utilized to choose selected schools, HoDs for guidance and counseling, the Kitui County Director of Education, and the Resident Magistrate of the Kitui Law Courts. There were 320 participants in the study in all. Reliability was tested using a test-retest methodology. Interview guides and questionnaires were used as data gathering instruments. SPSS was used to analyse the data. Data analysis, tabulation, and presentation were all done using descriptive statistics. Frequency charts, cross tabulation tables, and explanations of the findings based on themes were used to describe the results of the data collected from the closed ended and open ended items. The Chi square( $\chi^2$ ) test was used to assess the degree of correlation between alternative disciplinary strategies and student behaviour as well as the significance of the observed relationship. With  $\alpha = 0.05$ , the significance level was established. Peer counseling had the greatest p-value of 0.518, according to the study. Expulsion of students came in second with a p-value of 0.491. Suspension of indiscipline pupils came in fourth with a p-value of 0.351, while holding class sessions with students for collaborative decision making came in third with a p-value of 0.373. The adoption of alternative disciplinary techniques by principals was shown to have no appreciable impact on pupils' behaviour. However, the study found that suspension has the least relationship with students' discipline, with a p-value of 0.351, while peer counseling has the strongest association with students' discipline, with a p-value of 0.518. Koskey (2018) investigated how the Child Friendly School Model affected the learning environment for kids in Day Public

Primary schools in the Nandi North Sub County. The United Nations Children's Fund (UNICEF) launched this approach in Kenya in 2002 with the intention of ensuring that children's rights were upheld. Concurrent mixed methods research, which combines qualitative and quantitative techniques, was used in the study. Data was gathered using a questionnaire, interviewing guidelines, and an observation schedule. The establishment of a Child Friendly School learning environment was met with positive feedback from the community, according to the results; nevertheless, the majority of them lacked gates to exclude others from entering the school. Several of them had latrines that were clean and well-maintained and controlled waste, but they lacked dedicated areas where people could wash their hands after using the restrooms. Many schools also lack lightning arrestors, first aid equipment, and fire extinguishers.

The effect of stakeholder relationships on student behaviour in Kenyan schools was evaluated by Macharia and Thinguri (2017). Information was gathered from sub-county government officials, the board of management, parents, teachers, and pupils. The results showed that there are unhealthy relationships not only between kids and other stakeholders yet among parents, the board of administration, the government, and teachers.

In Kenya's Homa Bay County public secondary schools, Nyakan (2021) investigated how the management skills of the principals affected the behaviour of the pupils. The descriptive research design was used for the investigation. 171 Principals and 267 Heads of Department (HOD) were chosen from a sample using simple random, stratified, proportional, and purposeful selection approaches. Questionnaires given to principals and HODs were used to gather data. Expert judgment was used to determine the two instruments' face validity and substance. Thematic reporting was

done on qualitative data that had been transcribed. Spearman's correlations were used to determine the impact of principals' management skills on discipline. The study found that principal management skills had a substantial impact on students' poor level of discipline.

## **2.8 Summary of Reviewed Studies**

Research on administrative procedures has produced contradictory findings. For instance, the majority of researchers have found both significant and insignificant connections between principal communication strategies and students' grade performance. The studies (Al Hajar, 2016; Krystelia & Juwono, 2016; Umeogu & Ojiakor, 2014) didn't clarify if communication affected student discipline, though. In a similar vein, research on student involvement in decision-making has tended to concentrate on colleges and tertiary institutions rather than secondary schools, and the information or results of such studies are sparse (Acharya, 2015; Carey, 2015; Mugume & Luescher, 2015). Moreover, offering programs for student welfare has been perceived as enhancing wellbeing without much of a connection to discipline, especially in secondary schools (Lee, 2011; Mitra, 2009; Ntakana, 2011).

Also, it has been shown in the examined studies that the application of school rules has both major and minor effects on student behaviour (Ramharia, 2006; Simatwa, 2012). Similar to the last example, there doesn't appear to be much empirical data on the administration of student discipline in public schools, despite the fact that the majority of researches have linked it to academic achievement. For instance, other authors (Kamau, 2013; Kindiki, 2015; Arigbo & Adeogun, 2018) only connected policy issues like the elimination of corporal punishment and child rights with academic performance, contrary to Shaikhmag and Assan (2014) who found no correlation between the elimination of corporal punishment and an increase in

misconduct. However, there is no empirical support for the moderating role that educational policies play in administrative practices' effects on student discipline.

Table 2.1: Summary of Literature Review and Gap

<b>Dependent Variable: Student Discipline</b>			
<b>Author (s)</b>	<b>Study</b>	<b>Research Gap</b>	<b>How Gap was filled</b>
Ishak, Z. and Fin, L.S. (2015).	Factors contributing to truancy among students: A correlation between predictors. The sample comprised 472 truants from Malaysia routinely absent from school for 10 days to more than 40 days per year	This study only involved truants, and did not explore how administrative practices relate with truancy	The current study used a sample of teachers, student leaders and principals to show how administrative practices have influenced truancy and how education policy for managing discipline has moderated the influence
Nawi et al (2017)	Bullying and truancy: Predictors to sexual practices among school-going adolescents in Malaysia – A cross sectional study	The study used a sample of school-going adolescents only, and did not explore how administrative practices relate with bullying and truancy	The current study used a sample of teachers, student leaders and principals to show how administrative practices have influenced bullying and truancy and how education policy has moderated the influence
Darrin, T. (2017)	Factors that explain academic dishonesty among university students in Thailand.	This study involved a sample of university students only, and looked at factors causing indiscipline incidents and not how administrative practices have influenced the cases	In the current study, the researcher used a sample of teachers, student leaders and principals to show how administrative practices have influenced academic dishonesty as moderated by education policies was explored
Crawshaw, M. (2015).	Secondary school teachers' perceptions of student misbehaviour: A review of international research, 1983 to 2013	This study used a review of literature and only assessed perception regarding indiscipline among students and not how administrative practices have influenced the same	In the current study, the researcher used a sample of teachers, student leaders and principals to show how administrative practices have been used to address student misbehaviour and the moderating effect of education policies have

Afful-Broni, A. (2012).	Conflict Management in Ghanaian Schools: A Case Study of the Role of Leadership of Winneba Senior High School	Looked at conflict management and not how administrative practices influence student discipline	been assessed An assessment on how administrative practices influence student discipline and the moderating effect of education policies was done
Onditi, K. (2018)	Managing student discipline through student leadership in Kenyan secondary schools.	The study focused on student council leaders' role only as opposed to administrative practices in general	In the current study, the researcher used a sample of teachers, student leaders and principals to show how administrative practices have been used to address student discipline
<b>Objective 1: Communication methods and student discipline</b>			
Author(s)	Study	Research Gap	How Gap was filled
Tyler, D.E. (2016).	Communication behaviours of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts.	This study did not explore how communication behaviour of school principals influence student discipline and the moderating effect education policies	The current study assessed how communication methods have been used by the principals as a tool to influence student discipline and the moderating effect of education policy was carried out
Arsenijević, J., Andevski, M. and Jockov, M. (2017).	Role of Communication in Classroom Management.	This study focused on classroom management and not student discipline nor how education policies moderate the influence of communication and student discipline	In the current study, the researcher used a sample of teachers, student leaders and principals to show how communication methods have been used by the school administration to influence student discipline
Al Hajar, R. K. (2016).	The effectiveness of school principal communication on teacher job satisfaction	This study focused on how communication influence teacher job satisfaction and not student discipline	In the current study, the researcher used a sample of teachers, student leaders and principals to show how communication methods have been used to influence student discipline
Abiodun-Oyebanji, O.J. (2019).	Principals' communication patterns and effective school administration: Implications for the achievement of Vision 2030	Focused on communication patterns and effective school administration as opposed to student discipline management	The current study used a sample of teachers, student leaders and principals to assess how communication methods by school administrators have influenced student discipline
Keiyoro, P.N., Gichovi, G.M and Ngunjiri, J.W. (2016).	Influence of the School's Leadership on Integration of Information and Communication Technology in Teaching and Learning Process in Secondary Schools in	This study focused on school leadership and integration of ICT in secondary schools and not on how communication methods have influenced student discipline	The current study used a sample of teachers, student leaders and principals to show how communication methods such as student <i>consultative fora</i> have been used to



Kirinyaga County; Kenya		influence student discipline	
<b>Objective 2: Student Involvement in Decision-making and Discipline Management</b>			
Author(s)	Study title	Research Gap	How Gap was filled
Carey, P. (2015)	Student engagement and the threat of consumerism: testing assumptions in UK Universities	Did not focus on how student involvement in decision making influence student discipline but how the same lead to subduing the students in universities	Focused on how involvement of students in decision making have influenced student discipline in public secondary schools
Acharya, S.L. (2015).	Student Participation in University Governance: A Comparative Study between Tribhuvan University and Kathmandu University, Nepal	Compared the level of participation of students in governance between two universities	Analysed how students participation in decision making have influenced student discipline in public secondary schools
Mithans et al (2017)	Participation in decision-making in class: Opportunities and student attitudes in Austria and Slovenia	Compared opportunities and attitude of students towards participation in decision making in two countries and not how participation influences student discipline	Analysed how student involvement in decision making have influenced student discipline among secondary schools in Kenya
Mugume, T and Luescher, T.M. (2015)	The politics of student housing: Student activism and representation in the determination of the user-price of a public-private partnership residence on a public university campus in South Africa	Focused on student representation determines the price of student accommodation in the universities and not how student involvement in decision making influence student discipline in secondary schools	Analysed how student involvement in decision-making has influenced student discipline in public secondary schools in Kenya
Oni, A.A and Adetoro, J.A. (2015).	The effectiveness of student involvement in decision making and university leadership: A comparative analysis of 12 universities in South-west Nigeria.	Compared how the effectiveness of student involvement in decision-making and university leadership between 12 universities and not how student involvement influence student discipline	Focused on how student involvement in decision making have influenced student discipline in public secondary schools in Kenya
Mboyonga, E. (2018).	The role of student representative councils in curbing students' riots in selected secondary schools of Chipata District, Zambia	Focused on role of student representatives in curbing student riots and not how involvement of students as an administrative practice influence student discipline	Analysed how involvement of students as an administrative practice have influenced student discipline in general
Murage, L.M. et al (2017).	Influence of Student Councils on Management of Discipline in Secondary Schools in Kirinyaga East District, Kenya	Focused on student councils' influence on management of discipline as opposed involvement of the student body, in general, in decision making	Analysed how involvement of the student body in decision-making have influenced student discipline in secondary schools
Wambua et al (2017).	Influence of principals' involvement of students in decision making on	The study explored whether significant differences exist between reported incidences of	Explored how involvement of the student body in decision-making have

discipline in secondary schools in Kenya	student indiscipline based on the levels of student involvement in decision making in secondary schools	influenced student discipline in secondary schools
--	---	--

**Objective 3: Student Welfare Management and Discipline**

Author(s)	Study title	Research Gap	How Gap was filled
Ciobanua, A. (2013).	The role of student services in the improving of student experience in higher education in Romania	Focused on student services and improvement of student experience as opposed to student discipline	Explored on how management of student welfare services have influenced student discipline
Amit, R.A. (2019)	Assessment of student welfare programs in the state universities and colleges of Samar Island, Philippine	Assessed the level or state of student welfare programs as opposed to how welfare programs influence student discipline in secondary schools	Analysed how management of student welfare services have influenced student discipline in secondary schools
Mushonga, L.T., et al (2017)	Student satisfaction of welfare services at institutions of higher learning in South Africa: A case study of the University of Fort Hare.	Targeted university students to assess satisfaction with welfare services as opposed to how management of welfare services have influenced student discipline in secondary schools	Used a target population from secondary schools to analyse how management of welfare services have influenced student discipline
Nwite, O. and Nwuche, R. A. (2016).	Evaluation of students' personnel services in colleges of education in Nigeria.	Did not involve a sample size from secondary schools but colleges of education to evaluate students' personnel services	Used a sample size from secondary schools to analyse how management of student welfare influence discipline
Maore, N. M. (2014)	Influence of head teachers' student management principles on students' well-being in secondary schools in Kisii south district, Kenya	Focused student management and their well-being as opposed to how management of student welfare influence student discipline	Explored how management of student welfare influence student discipline

**Objective 4: Administration of School Rules and Student Discipline**

Author(s)	Study title	Research Gap	How Gap was filled
Ashfaq, M.S., et al (2018)	Administrative problems of head teachers at secondary schools level in Pakistan.	Focused on administrative problems of school heads instead of how administration of school rules influence student discipline	Explored how administration of school rules have influenced student discipline in secondary schools
Omemu, F. (2017)	Relationship between principals' administrative strategies and student disciplinary problems in secondary school, Bayelsa State, Nigeria	Focused on principals' administrative strategies (and not administration of school rules) and student disciplinary problems	Analysed how administration of school rules by all parties with administrative authority influence students' discipline
Alemenh, A. F. (2019).	Assessing the impact of school rules and regulations on students' perception toward promoting good behaviour: Sabian secondary school, Dire Dawa, Ethiopia	Focused on the perception of students on school rules and regulations to be impacting on promotion of good behaviour instead of how administration of school rules influence student discipline	Analysed how administration (practices of administering) of school rules have influenced student discipline

Musa, M. and Martha, A. A. (2020)	School management mechanisms and control of discipline among pupils in primary schools: An analysis of discipline in upper primary level.	Focused on management mechanisms and control of discipline of primary school pupils instead of how administration of school rules influence student discipline in secondary schools	Explored how administration of school rules have influenced student discipline in secondary schools
Simatwa, E.M.W. (2012)	Management of student discipline in Secondary schools in Kenya. A case Study of Bungoma County	Looked at management of student discipline instead of how administration of school rules influence student discipline	Explored the influence of administration of school rules (practices) on student discipline
Nyongesa, S.C., et al (2019)	School strategies for managing social media influence on students' discipline in Kenyan secondary schools	Focused on strategies used in managing influence of social media on student discipline instead of how administration of school rules influence student discipline	Analysed how administration of school rules as an administrative practice have influenced student discipline

**Objective 5: Moderating Influence of Discipline Management Policies on Selected Administrative Practices and Student Discipline**

Author(s)	Study title	Research Gap	How Gap was filled
Shaikhmag, N. & Assan, T.E.B. (2014)	The effects of abolishing corporal punishment on learner behaviour in South African high schools	Focused on abolishing of corporal punishment and learners behaviour instead of how abolishing of corporal punishment moderates the influence of administrative practices on learner behaviour	Explored how education policies like abolishing of corporal punishment have moderated the influence of administrative practices on student discipline
Arigbo, P. O. and Adeogun, T. F. (2018)	Effect of punishment on students' academic performance: An empirical study of secondary school students in Ikwuano, Abia State, Nigeria	Looked at how punishment affect academic performance of students instead on how punishment, for instance, moderates the relationship between administrative practices and student discipline	Analysed how policies such punishment guidelines moderate the relationship between administrative practices and student discipline
Kindiki, J.N. (2015)	Investigating policy implications for the abolition of corporal punishment in secondary schools in Kenya	Focused on implications of corporal punishment abolishing instead of how abolishing of corporal punishment moderates the influence of administrative practices on student discipline	The study analysed how the corporal punishment policy abolition have moderated the influence that administrative practices have had on student discipline
Ongoto, N. J., et al (2019)	Efficacies of the Kenya education management institute induction (KEMI) course in the management of public primary schools in Kenya	Focused on how an education management training program have affected management of primary schools instead of how such a program have helped or inhibited effectiveness of administrative practices in managing student discipline	Analysed how policy programs such as KEMI have aided or otherwise administrative practices in managing student discipline
Onyango, P.A., et al (2018)	Effectiveness of guidance and counselling in the management of student behaviour in public secondary schools in	Looked at how guidance and counseling have been effective in managing student behaviour instead of exploring how guidance and counselling aid or	Analysed how policies such as guidance and counseling have aided or inhibited the influence of administrative practices on management

## 2.9 Theoretical Framework

The General Systems Theory (GST) advocated by Von Bertalanffy served as the basis for this investigation (1956). A complex of interconnected elements with the properties of an organized whole is what is meant when someone uses the term "general system theory" (Johnson, 2019). As a working biologist, Bertalanffy, according to Mwangeka (2020), was drawn to creating the idea of "open systems" in an effort to comprehend how systems interchange matter with the environment, as is seen in every "living system." The theory places a strong emphasis on interactions as the core of relationships that result in a single autonomous element's sustained behaviour, which is distinct from the behaviour of the element when it interacts with other elements (Drack & Pouvreau, 2015).

The three layers of observations that the systems theory emphasizes are the environment, social organization as a system, as well as human participants within the organization (Lai & Lin, 2017). Johnson (2019) observes that the tenets of GST include control, feedback, emergence, holism, and the idea of a hierarchy of systems. Control is an example of centralized management (administration), feedback is interactive communication, and emergence is the result of environmental interactions. With a clear authority structure, all of these activities are part of one organization (holism) (hierarchy of systems). According to Mutale et al. (2016), systems theory emphasizes the value of viewing systems as wholes as opposed to just their component elements. The idea is that systems cannot be broken down into a collection of independent parts, and that in order to comprehend the whole, one must comprehend how these parts interact (Anderson, 2017).

Several scholars have used the General Systems theory to explain a variety of linkages that exist in various work situations. For instance, Nicolescu and Petrescu (2017) applied dynamic systems theory to the systems theory to analyse several aspects of the concepts of holistic education. They contended that a holistic analysis of education cannot be completed without talking about the entire educational system as seen from the perspective of a systems integrator. Mwangeka (2020) looked at the production function for education, which represents the functional link between student and school inputs and a corresponding measure of educational outputs. Similar to this, Anderson (2017) employed systems theory to investigate how healthcare services might be improved, arguing that smart interventions, designed after examining typical patterns and behaviour across time, can have an impact on health outcomes. Mutale et al (2016) used the theory in their study to create a conceptual framework for the assessment of a complex health system intervention for enhancing the health system in low income settings. Ingwesen et al. (2013) employed a systems perspective on climate change responses in their work and proposed an expansion of the traditional risk-based approach to include additional methods of risk analysis, such as taking into account potential cascading ecological effects, environmental impacts over the course of a project's entire life cycle, and unintended consequences. A systems-theoretic accident analysis technique has been discovered to have the possibility of discovering cause elements at all levels of the system without solely placing the responsibility on the frontline physicians or technicians involved in the study and prevention of hospital adverse events (Leveson et al, 2016).

This theory's drawback is that it might not always be applicable and result in delays in decision-making (Bozkus, 2014). Also, smaller organizations might not be able to use the idea. It is assumed that the majority of organizations are large, intricate, and open

systems. In spite of its drawbacks, the researcher chooses to use GST since it places an emphasis on reaching both individual and organizational goals (Mwangeka, 2020). Control, feedback, emergence, holism, and the idea of a hierarchy of systems inside systems are important components of the GST (Johnson, 2019), which mirrors the organizational structure within a school. The teaching staff, student body, administration, as well as parents or sponsors are all various groups (systems) that work together and communicate constantly to accomplish a shared goal in a school. The idea was deemed pertinent to the investigation given that interactions between different administrative methods could result in either improved or worsened discipline situations.

The systems concept, in accordance with Porter and Córdoba (2009), can assist school stakeholders in understanding how they are a part of a bigger entity and how these larger entities interact with one another in the settings in a more comprehensive whole. The essential tenet of GST is that in order to develop effective interventions, the organization must be seen as a system. Schools, in contrast to for-profit businesses, are open systems that are reliant on their surroundings since they generate things for the public good rather than private gain, claims Bozkuş (2014). It is more logical to approach schools via the lens of general systems theory since mechanistic viewpoints, it can be argued, frequently neglect to focus on the human relations perspective of educational settings. Application of administrative procedures (input) can thereby improve student adherence to school rules of conduct within the context of the educational setting.

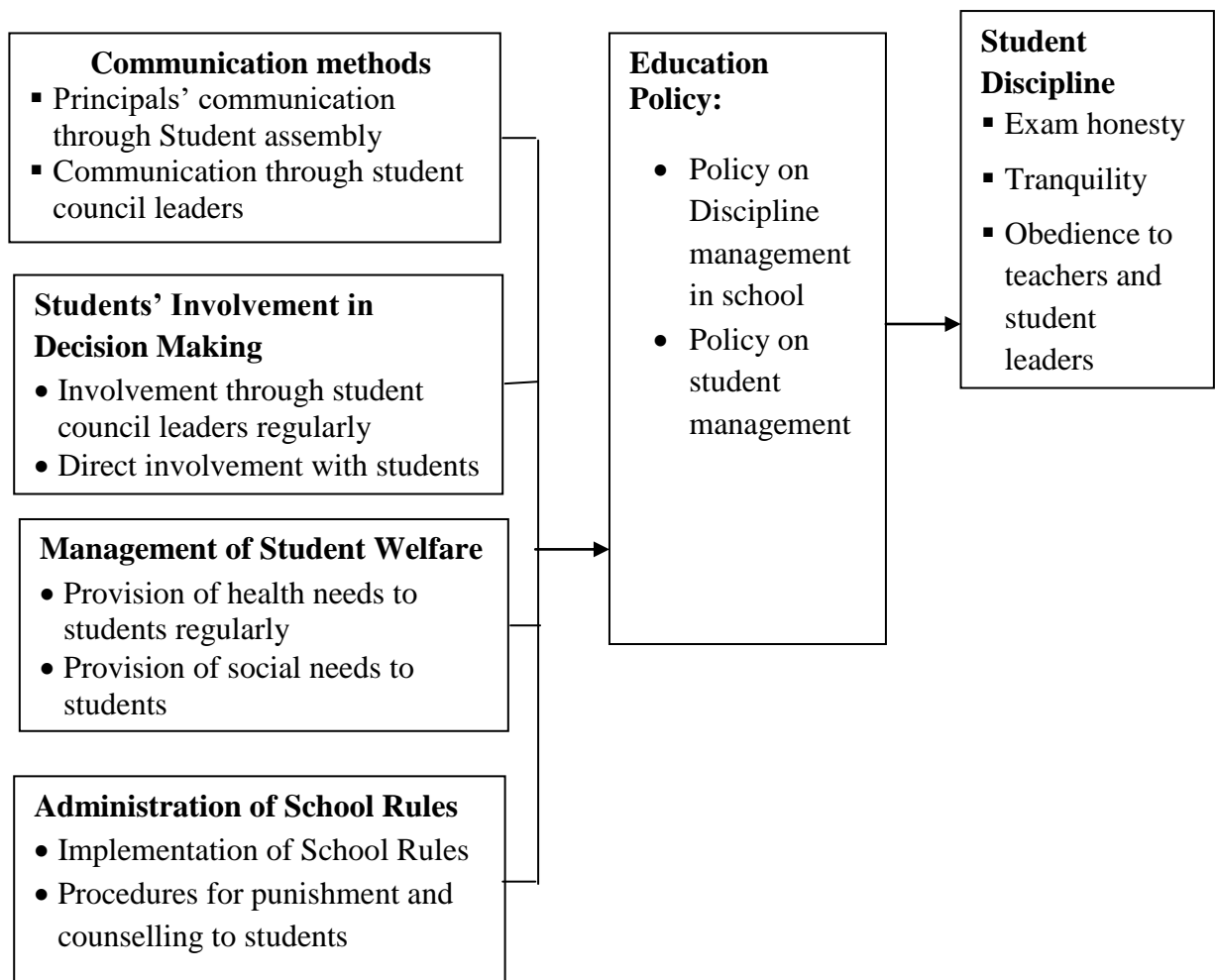
The GST helped the researcher design the research questions, analyse the data, and communicate the findings. Control, feedback, and authority structures were all

identifiable in the research questions and questionnaire items (hierarchy of systems). This thus made it possible for the researcher to examine, for example, how feedback, communication strategies, and education policy (emergence) have performed in resolving student discipline. The research results have also been examined through the GST's lenses in order to have a fuller understanding of how they might have intersected with student discipline management.

## **2.10 Conceptual Framework**

The conceptual framework, as defined by Kivunja (2018), is the logical conception of the entire research endeavour, including the metacognitive, reflective, and operational elements of the research process. It includes the researcher's ideas regarding selecting the research topic, the issue to be looked into, the questions to be posed, the literature to be reviewed, the theories to be applied, the methodology to be used, the methods, procedures, and tools, the data analysis and interpretation of findings, and the researcher's recommendations and conclusions (Ravitch & Riggan, 2017).

A conceptual framework for the interaction between particular administrative practices and students' discipline was provided. Certain administrative practices are imagined in the diagram as having a direct impact on student discipline in public secondary schools. As a result, the independent variable was a certain administrative practices, and the dependent variable was the students' level of discipline. The government's stance on how to control discipline in schools served as the moderating factor. The framework also included a mechanism that specifies the criteria used to determine student discipline. The study's conceptual framework is shown in Figure 2.1.



**Figure 2.1: Conceptual Framework**

Figure 2.1 shows how the administration of school regulations, student participation in decision-making, communication strategies, and management of student welfare all affect how discipline is handled with students. Yet, contextual factors, such as pertinent education policies that influence discipline in a positive or negative way and student management in the school, may have an influence on how effectively certain administrative techniques are used to deal with student discipline. They served as the study's moderating variables.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research design, demographic, sample number and sampling method, research instruments, instrument validity and reliability, data collection process, data analysis method, and ethical consideration are all covered in this chapter.

#### **3.2 Research Design**

Cross-sectional survey design and a mixed-methods technique were used in this study. In a cross sectional study, participants are chosen based on inclusion and exclusion criteria established for the study, and the researcher simultaneously evaluates the result and exposures in the participants (Aggarwal and Ranganathan, 2019; Akhtar, 2016; Setia, 2016). A cross-sectional design permits data gathering at the same moment in time, reducing the likelihood that external time-related events as well as variables may distort the results (Cvetkovic-Vega, Maguiña, Soto, Lama-Valdivia and López, 2021; Kara, Tanui, and Kalai, 2016). Similar to this, mixed techniques entail collecting both text and numeric data from interviews and surveys, resulting in a database that includes both quantitative and qualitative data (Creswell, 2012; Terrell, 2011). The mixed method approach allowed for diversity in data gathering and interpretation as well as complementarity, completeness, expansion, corroboration or confirmation, compensation, and expansion (Leech & Onwuegbuzie, 2008).

The goal of employing mixed approaches was to combine the qualitative methods' non-overlapping flaws and disparate strengths with quantitative methods (Akhtar, 2016; Creswell & Clark, 2018). Quantitative designs typically incorporate closed-ended replies, such as those seen in questionnaire instruments, whereas qualitative designs frequently collect data that is open-ended and devoid of predetermined

responses (Saunders, Lewis & Thornhill, 2012). In order to gather information from principals, teachers in charge of student discipline, student council leaders, and other important informants (education officers), the researcher employed a questionnaire, interviews, and a document analysis guide. The study immediately compared and contrasted quantitative statistical data with qualitative findings, benefiting from the idea of concurrent triangulation as shown in Figure 3.1, which led the researcher to believe that the design was adequate.

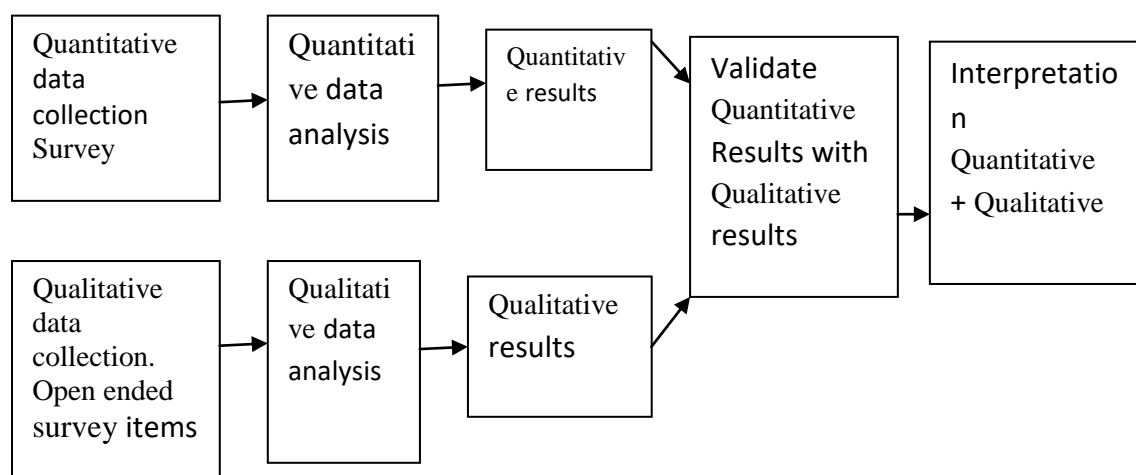


Figure 3.1: Concurrent Triangulation Design

(Source; Creswell, 2015)

Figure 3.1 shows that both quantitative and qualitative data were collected for the study, including both quantitative and qualitative data were analysed. While interpreting the study's conclusions, the two sorts of results were combined to help validate the quantitative findings. Triangulation success necessitates a thorough evaluation of the kind of data each method provides, along with its advantages and disadvantages. In a mixed method design with concurrent triangulation, quantitative and qualitative data collection and analysis are carried out independently but

simultaneously, and both types of study are given equal emphasis (Creswell & Clark, 2018).

### **3.3 Target Population**

The term "target population" alludes to all the individuals being studied in any field of inquiry (Creswell, 2015). In Kisumu County, there were 225 public secondary schools that made up the study's target population. This included seven Sub County education officers in addition to all 225 principals, 225 discipline masters (DMs), including 225 student council leaders (SLs) (SCEOs). As a result, the study population increased to 682.

Principals were singled out due to their role as school administrators tasked with making sure that learners' self-discipline is fostered. On the other hand, discipline masters were targeted since they provide pupils with daily counsel regarding discipline. Similarly, representatives of the student bodies who took part in decision-making on matters affecting all students—student council leaders—were included in the study. Last but not least, the Sub County education officials were singled out because they provided oversight for schools' adherence to government requirements. They were therefore regarded as being knowledgeable in areas pertaining to the enforcement of school rules and regulations.

### **3.4 Sample Size and Sampling Procedure**

Sampling is a method, process, or procedure used to select a subset of a population to take part in the study. It is the process of choosing a large number of people for a research in a way that ensures the chosen people accurately reflect the larger population from which they were chosen (Matula, Kyalo & Mulwa, 2018). A sample, however, is a more limited group or subgroup drawn from the accessible population (Nanjundeswaraswamy & Divakar, 2021). This subset was specifically chosen to be

representative of the entire population and to have the necessary traits. Respondents or participants are used to describe each member or case in the sample. The sample size can be determined using a variety of methods. For this investigation, the sample size was determined using the Yamane (1967; referenced in Israel, 2013) formula. The equation is:

$$n = \frac{N}{1 + N(e)^2}$$

N is the size of the population, n is the sample size, and e is the degree of precision (0.05). Hence, 144 students were included in the calculated sample size from the 225 schools that were the target population. Hence, 144 principals, 144 discipline masters (DMs), and 144 student council representatives made up the sample size (SLs). The distribution of sample size is shown in Table 3.1.

Table 3.1: Sample Distribution

<b>School category (Stratum)</b>	<b>Sub-stratum</b>	<b>Calculation (w*n)</b>	<b>Sampled schools (n)</b>	<b>Sampled Respondents*</b>
<b>National Schools</b>	Girls school	1	1	3
	Boys schools	1	1	3
<b>Extra County Schools</b>	Girls school	3	2	6
	Boys schools	5	3	9
<b>County Schools</b>	Girls school	7	4	12
	Boys schools	10	6	18
	Mixed schools	12	8	24
<b>Sub-County Schools</b>	Girls school	23	15	45
	Boys schools	51	33	99
	Mixed schools	112	72	216
<b>Sub Total for Schools</b>		225	144	432
Sub County Director of Education(SCDE)				7
<b>Grand Total</b>				439

*\*Each sampled school has three respondents: one principle, one discipline master, one student council leader*

All of the national schools in the research region as well as the seven sub county education officials were chosen using the census approach. In situations with tiny proportions, the census approach is preferred; claim Nanjundeswaraswamy and Divakar (2021). It entails gathering information from every person in the population in order to analyse population occurrences.

On the other hand, stratified random sampling based on the weight of school type was used to choose three and four extra county girls' and boys' schools, four and six girls' and boys' county schools, eight mixed county schools, fifteen girls' and thirty-three boys' sub county schools, and seventy-two sub county mixed schools. The sample size was thus increased to a total of 432 respondents.

### **3.5 Research Instruments**

For data collection, the researcher employed a questionnaire, an interview schedule, and document analysis instructions. In social research, surveys as well as interview guides were frequently employed to gather information regarding phenomena that could not be seen with the naked eye, such as interior experience, beliefs, or student conduct (Gall, Gall & Borg., 2007). In addition, document analysis gave the chance to examine textual evidence about events and actions during specific time periods.

Taherdoost (2016) explains that a questionnaire consists of a written list of questions that respondents must personally answer. It is typically accompanied by a broad explanation of what is expected of responders and guidelines on how to answer questions. According to Saunders et al (2012), surveys provide a detailed solution to a challenging issue. In addition, questionnaires are a common form of data gathering because of how simple and inexpensive it is to create and administer them. They provide data that is comparatively objective and are therefore the most useful. The

questionnaire's closed-ended questions were designed to elicit specific responses from the respondents. The questionnaires were divided into sections, with section I covering communication methods, section II including student engagement, section III covering student welfare management, section IV covering administration of school regulations, and section V covering occurrences of student discipline. The survey for the study is in Appendix 2.

A face-to-face interview is a communication or interaction process in which the subject or the interviewer verbally provides the necessary information. Using interviews as a research tool, the researcher asks questions in the hopes of getting responses from the subjects being questioned (Matula et al, 2018). In social sciences, it is frequently employed. The advantage of using interviews as a research tool is that they enable the researcher to follow up on fascinating comments that weren't anticipated to surface (Akhtar, 2016).

For secondary schools in Kisumu County chosen for the study, the researcher also employed an interview schedule to gather information from the principals and the seven sub county director of education officers. The interview schedule was deemed suitable for the study since it offered comprehensive information and a clear knowledge of the issues being investigated (Roberts, 2020). The interview schedule contained five sections: section I covered communication techniques, section II covered student involvement in decision making, section III covered student welfare management, section IV dealt with administration of school regulations, and section V dealt with cases of student discipline (Appendix 3).

Also, information about the documentation of information was gathered using a document analysis guide. Documents pertaining to communication were examined,

including memo presence records and suggestion box records. Moreover, minutes or records demonstrating how students participated in processes like formulating school rules were examined. Records of social and health needs (support services) as well as those for food and medication were examined (Clarke & Braun, 2013). Also, records from the administration of school regulations, such as the process for punishment, were examined in documents. Appendix VI contains a checklist for document analysis.

### **3.6 Validity of Instruments**

In order to evaluate the validity of the research tools and assist them be improved, one sub county director of education from Kisumu Central Sub County in Kisumu County was chosen at random and interviewed. As a result, the instructions were made clear and all potential answers to a question were recorded (section 3.6.7). The researcher solicited professional and peer input on the representativeness and applicability of the items prior to pre-testing. As essential changes to the instrument were made, suggestions for improvement were made, increasing the instrument's face validity (Aila & Ombok, 2015; Taherdoost, 2016).

The degree to which the instruments contained acceptable items for gauging student discipline management was gauged using the content validity index (CVI). Using a 4-point ordinal scale, four university experts were asked to score each scale item's relevance to the underlying constructs: 1 = not relevant, 2 = slightly relevant, 3 = quite relevant, and 4 = highly relevant. The CVI was then calculated for each item as the proportion of experts who gave a rating of 3 or 4 (thereby classifying the ordinal scale as relevant or not relevant), divided by the total number of experts. According to Nunnally (1978, reported in Aila & Ombok, 2015), the instrument received a CVI of

0.80 and was assessed as extremely relevant by three of the four assessors, making it acceptable for data collection.

### 3.7 Reliability of the Instruments

Another type of threat that a researcher must work to reduce is reliability (Creswell, 2016; Mohajan, 2017). To calculate reliability, the researcher analysed information gathered during a pilot study involving 22 schools. Nevertheless, the overall study did not include the pilot study's participating institutions. To assess the questionnaires' reliability, the split-half test method was used. To determine split-half dependability, data from the pilot research were coded and placed via a computer program (SPSS 21). The test/parallel scale's halves produced a coefficient of 0.78, whereas the other half produced a coefficient of 0.83. This was thought to be sufficient as well as capable of getting the sampled respondents to answer consistently (Aila & Ombok, 2015; Zohrabi, 2013). The reliability analysis findings for the study variables are shown in Table 3.2:

Table 3.2: Reliability Analysis of the Variables

<b>Variables</b>	<b>Reliability Coefficient</b>	<b>Number of Items</b>
Level of student Discipline	0.754	8
Communication methods	0.946	9
Student Involvement	0.932	8
Student welfare management	0.803	8
Administration of school rules	0.786	8

The reliability analysis shows an alpha coefficient above the benchmark of 0.70, as shown in Table 3.2. For instance, the reported reliability for the measurement of student discipline level (8 items) is 0.754, the reported reliability for the measurement of communication methods (9 items) is 0.946, the reported reliability for the measurement of student involvement (12 items) is 0.932, the reported reliability for



the measurement of the management of student welfare (12 items) is 0.803, and the reported reliability for the measurement of the administration of school rules (9 items) is 0.803. The scales were regarded as being consistent because the reliability coefficients obtained were all above the allowed values of 0.70 (Heale & Twycross, 2015; Mohajan, 2017).

### **3.7.1. Reliability of the Interview Guide**

The researcher adhered to Clark & Creswell's refining procedures for interview protocol creation in order to assure the trustworthiness of the interview guide (2014). The author adhered to the four phases outlined in the Interview Protocol Refinement (IPR) Framework in this regard (Castillo-Montoya, 2016). The researcher first checked that the interview questions matched the research questions. Second, the interview questions were written to resemble a discussion based on inquiries. The research supervisors were then given the interview questions for review, and their criticism was incorporated into the question items. The final step entailed interviewing one sub county education officer from Luanda Sub County in order to pilot test the interview guide. The interview procedure was accurately reproduced during the testing (Dikko, 2016).

### **3.7.2 Authenticity and Trustworthiness of the Qualitative Data**

The measures put in place to guarantee the accuracy of study findings including interpretation are referred to as genuineness and dependability of qualitative data (Gunawan, 2015; Stahl & King, 2020). The researcher used three methods—triangulation, member checking, and auditing—to validate the qualitative data. In the process of triangulating information, supporting evidence was gathered from pertinent documents and through key informant interviews. This procedure aided the researcher in going over each data source to look for proof that backed up the themes. As a

result, the study's accuracy was guaranteed because it drew on numerous informational sources, people, and procedures (Creswell & Miller, 2000). It urged the researcher to create a report that was truthful and believable in this way.

In a process called as member checking, the researcher also double-checked the study results with the participants to make sure they were accurate (Lincoln & Guba, 1985). In this regard, the researcher requested that a school official from a certain Sub County verify the veracity of the story. In order to conduct this check, interviews were conducted with the randomly chosen participants after presenting the results to them. Aspects of the study were discussed with the education officer, including if the description was thorough and realistic, whether the themes were accurate to include, and whether the interpretations were just and representational.

The researcher then requested that a colleague with a PhD in school administration analyse the study in-depth and write up the project's strengths and faults, a procedure known as an external audit (Creswell, 2012). Throughout and after the study's completion, the auditor assessed the project and wrote an evaluation of the research. The audit looked at the degree of research bias, the methods used to increase credibility, whether the conclusions were supported by data, whether the inferences were reasonable, whether the themes were appropriate, whether the data collection and methodology procedures were justified, as recommended by Stahl and King (2020). The report gave enough attention to the issues the auditor raised.

### **3.8 Data Collection Procedures**

As authorization to move on to the data collection stage, the researcher obtained an introduction letter from the Department of Educational Management, Policy and Curriculum Studies (formerly Educational Administration and Planning) of the

University of Nairobi. The researcher used this letter of authority to help them secure a research permission from the National Council of Science, Technology, and Innovation (NACOSTI) and a letter from the Kisumu County Education Officer authorizing the gathering of data in public schools. Discipline masters in all the studied schools received the questionnaires, along with the research permit and approval letter from the education office, for completion by the researcher. The questionnaires were circulated, and as soon as they were completed, the researcher collected them. Following the gathering of all the completed questionnaires, interviews with the education officers were also performed.

### **3.9 Data Analysis Techniques**

The IBM Statistical Package for Social Science (SPSS) version 23 was used to analyse the quantitative data gathered through the use of questionnaires. Descriptive and inferential data analysis techniques were used by the researcher. Inferential statistical analysis (regression analysis) involved evaluating the following hypotheses, whereas descriptive analysis involved determining frequencies, percentages, and means (M).

**H0<sub>1</sub>:** There is no significant difference/relationship between the Communication methods used by the principals and reported incidences of students' discipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>2</sub>:** There is no significant difference/relationship between the principals' level of involvement of students in decision-making and student's discipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>3</sub>:** There is no significant difference/relationship between students' satisfaction with welfare management and reported cases of students' indiscipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>4</sub>:** There is no significant difference between levels of enforcement of school rules and reported cases of students' indiscipline in public secondary schools in Kisumu County, Kenya.

**H0<sub>5</sub>:** Discipline management policies have no significant moderating effect on the relationship between administrative practices and students' discipline in public secondary schools in Kisumu County, Kenya.

The multiple regression model used is presented as:

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + e$$

Where:  $Y$  is student discipline;  $\alpha$  is constant student discipline, and  $\beta_1, \beta_2, \beta_3$  and  $\beta_4$  are coefficients of predictors.

Where:  $x_1$  is communication methods;  $x_2$  is involvement of student;  $x_3$  is student welfare management;  $x_4$  is administration of school rules, and  $x_5$  is Education policy while  $e$  is error margin. According to Creswell (2014), this method of presenting a prediction of unit changes in the dependent variable attributable to the independent factors is known as robustness in assessing the correlations between study variables.

Similarly, to gain deeper understanding as to whether there were significant differences in opinions of the discipline masters and student leaders with regards to how the administrative practices influence student discipline, cross tabulation analysis was done. Cross tabulation simultaneously describes data from two or three sources or categories (White, 2004). In other words, categories of one variable are cross-compared with those of one or more variables so as to identify and highlight whether there are significant difference.

A description of the quantitative data analysis process is shown in Table 3.3.

**Table 3.3: Quantitative Data Analysis or matrix**

Research question	Indicators of IV	Indicators DV	Statistical measures	Justification	Decision rule
1. What is the relationship between communication methods and student discipline in public secondary schools	1. Frequency of Communication through Assemblies 2. Frequency of Communication through student council leaders	Very Frequent Frequent Fairly Frequent Lowly Frequent Not Frequent	1. Regressions 2. ANOVA 3. Cross tabulation	Analysing the significance of the relationship between communication methods and student discipline	Hypothesis was rejected since p value of the predictors less than 0.05 ( $p < .05$ )
2. What is the relationship between students' involvement in decision making and student discipline in public secondary school	1. Involvement through student council leaders 2. Direct involvement of student body	Very highly involved Highly involved Fairly highly involved Low involvement No involvement of students	1. Regressions 2. ANOVA 3. Cross tabulation	Analysing the significance of influence of students' involvement in decision-making on student discipline	Hypothesis was rejected since p value of the predictor is less than 0.05 ( $p < .05$ )
3. What is the relationship between student welfare management and student discipline in public secondary schools	1. Provision of health needs 1. Provision of social needs	Very effective/Very good Good/Effective Fairly Effective/Fairly Good Ineffective/Needs improvement	1. Regressions 2. ANOVA 3. Cross tabulation	Analysing the significance of influence of student welfare management on student discipline	Hypothesis was rejected since p value of the predictor is less than 0.05 ( $p < .05$ )
4. How does administration of school rules relates with student discipline in public secondary schools	1. Implementation of school rules 2. Procedure of discipline administration	Highly Very Fair/ Very fair/ moderately Fair/Unfair/ Highly Very Unfair	1. Regressions 2. ANOVA 3. Cross tabulation	Analysing the significance of influence of administration of school rules on student discipline	Hypothesis was rejected since p value of the predictor is less than 0.05 ( $p < .05$ )
5. What is the moderating effect of education policy on the relationship between administrative practices and student discipline in public secondary schools	1. Policy on discipline management 2. Policy on student management	Moderating effect on: 1. Communication methods 2. Student involvement 3. Student welfare management 4. Administration of school rules	1. Regressions 2. ANOVA 3. Cross tabulation	Analysing the significance of effect of the moderator on each predictor	Hypothesis was rejected since p value of the moderator is less than 0.05 ( $p < .05$ )

Thematic Analysis was used to examine the qualitative data gathered through interviews and document analysis. This required grouping the generated responses into standout themes and reporting them in narrative formats. This strategy was chosen because it is suitable to a "variety of epistemologies and research objectives," as well as being a flexible and simple tool for analyzing qualitative data (Clarke & Braun 2017). Since thematic analysis "clarifies meanings by permitting the shifting

back and forth between whole meanings and component meanings," which is recognized as crucial in the consistency and coherence of qualitative research, it is connected to phenomenology. Fuster, 2019; Yeong et al., 2018).

Using this strategy, the researcher was able to find, examine, and report trends in the data. This decision allowed the study to gather viewpoints and examine many aspects from the interviews (Yin, 2016), providing information on the participants' global views. The six processes of thematic analysis were used to examine the data: becoming familiar with the data, creating preliminary codes, looking for themes, reviewing themes, defining as well as labeling themes, and lastly, producing the report. The verbatim reporting of additional responses. This is how it is shown in Table 3.4.

Table 3.4: Steps of Thematic Data Analysis

<b>Phase</b>	<b>Description of the Process</b>
1.Familiarizing with the data	Reading data, reading and re-reading the data noting down initial ideas.
2.Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3.Searching for themes	Grouping codes into potential themes, gathering all data relevant to each potential theme.
4.Reviewing the themes	Checking if themes work in relation to coded extracts and the entire data set. Generating a thematic map of the analysis.
5.Defining and naming the themes	Ongoing analysis to refine the specifics of each theme, and overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, extract examples, final analysis of selected extracts, relating back the analysis to the research question and literature, producing a scholarly report of the analysis.

**Source: Braun and Clarke (2006)**

The processes for conducting a thematic analysis of the study's data are shown in

Table 3.4. Braun and Clarke (2006) underline that there are six processes that are sufficient for assessing qualitative data through thematic analysis and producing enough themes for a study. The analysis of qualitative data in the study used an inductive technique. This methodical approach to qualitative data analysis is driven by predetermined objectives (Clark & Braun, 2017). The inductive approach was used to develop a framework of the underlying structure of experience that was evident in the raw data, condense raw textual data into a concise summary format, establish clear links between the research objectives and the summary findings derived from raw data, and develop a brief summary format of the raw data (Yin, 2016). The goal of utilizing this method of analysis was to establish a simple, systematic set of steps for analyzing qualitative data that might result in accurate, dependable results. As a result, the inductive approach required the researcher to start off with a completely open mind and no preconceived notions about what might be discovered.

### **3.10 Ethical Considerations**

The researcher followed crucial ethical guidelines suggested in a research study while collecting data (Fakruddin et al, 2013; Ofonime, 2012). These were:

- a) **Confidentiality and Privacy:** The respondents were given the assurance that their responses would be kept private and utilized only for the purpose of the study. To maintain confidentiality, completed surveys were not to be shared with anybody other than the researcher.
- b) **Anonymity:** Prior to the interview, the researcher made it clear to the participants that they were under no duty to provide their identities and that doing so would be voluntary in order to maintain anonymity. The respondents' fears were allayed by this assurance, which increased their willingness to submit the requested information.

- c) Voluntary and Informed Consent: To guarantee voluntary and informed consent, the researcher informed the respondents of the study's goal and identified himself using the research permit issued by the University of Nairobi.
- d) The researcher was able to obtain information that would not have been available if ethical considerations of anonymity, secrecy, and privacy were not made.



## **CHAPTER FOUR**

### **FINDINGS, INTERPRETATIONS AND DISCUSSIONS**

#### **4.1 Introduction**

The data analysis and study results are presented in this chapter. The percentage of respondents who responded and the demographics of the stakeholders who were polled are among the topics discussed. The chapter also discusses the findings in relation to the study's goals, which included determining how communication strategies, student involvement in decision-making, management of their welfare, administration of school rules, and education policies affected student discipline in public secondary schools in Kisumu County, Kenya.

Furthermore discussed and provided are the findings of the thematic analysis, descriptive statistical analysis, and inferential statistical testing of hypotheses. The significance threshold for each test was set at  $= 0.05$ . The data were examined using SPSS version 21.0, Statistical Package for Social Sciences. The questionnaire return rate is covered in the first section of the data analysis.

#### **4.2 Questionnaire Return Rate**

Table 4.1, which lists the respondents' return rates for the questionnaires, demonstrates that there were enough questionnaires for the study.

Table 4.1: Questionnaire Return Rate

Respondents	Questionnaires administered	Questionnaires returned	Return rate (%)
Student Leader	144	137	95.1
Discipline Master	144	131	91.0
Total	288	268	93.1

The study gave questionnaires to 288 study participants in total, including 144 discipline masters as well as 144 student leaders representing public secondary schools in Kisumu County. Out of this total, the student leaders' and discipline masters' questionnaire response rates were 95.1percent and 90.0%, respectively, for a response rate overall of 93.1%. Creswell (2014) and Oso (2013) concur that a response rate of 60% is adequate, 70 percent is acceptable, and 80 percent or higher is excellent for analyzing and reporting on a survey study. In light of this finding, the current study's number of responses, which was 93.1percent, is exceptional. It was a sufficient representation of the target market. Sampling bias is decreased with a high response rate. The high response rate seen in this study was ascribed to the researcher physically distributing the questionnaires to the respondents after informing them beforehand of the study's purpose. The questionnaire items were also written in a way that made them simple to read and even simpler to answer; they weren't too long to make respondents lose interest. The high return rate was also attributed to the researcher's extra effort in making follow-up visits to encourage respondents to complete surveys and to answer questions.

## 4.2 Demographic Information

In order to determine whether the student leaders who participated in the study were sufficiently representative in terms of their demographic features for the study's findings to be generalized, it was thought necessary to look into the backgrounds of the participants. Studies have found that some of the factors influencing students' discipline inclinations are related to their demographic traits (Bayever, 2021; Moreno, Cervelló, & Galindo, 2007). Gender, age, and class are among the demographic details of the student leaders that were looked into.

Table 4-2: Student Leaders' Background Information (n=137)

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Respondents' Gender</b>		
Male	77	56.2
Female	60	43.8
Total	137	100.0
<b>Respondents' Age</b>		
15-17 Years	47	34.3
18-20 Years	80	58.4
Above 20 Years	10	7.3
Total	137	137
<b>Respondents' Class</b>		
Form 1	9	6.6
Form 2	26	19.0
Form 3	37	27.0
Form 4	65	47.4
Total	137	100.0

According to an exploratory study of the student leaders' biographical data, the bulk of them (56.2%) were male. Female students only made up 43.8% of the student leaders in Kisumu County secondary schools, indicating that there is a gender gap in student leadership. The study's findings about the student leaders' ages showed that the bulk of them (58.4%) were between the ages of 18 and 20; almost a third (34.3%) were between the ages of 15 and 17; and the remaining 7.3% were older than 20. This

shows that all age groups of secondary school students were represented among the responders.

All of their courses were involved in the study, which suggests that secondary school student leadership was dispersed among all of the classes. The majority of them (47.4%) were in Form 4, while the least amount (6.6%) were in Form 1, and 19.0% and 27.0% were in Forms 2 and 3, respectively. These results show that, despite the fact that the majority of Form 4 student leaders were males between the ages of 18 and 20, diverse backgrounds were represented in the study, indicating that the results of this investigation can be appropriately generalized across the population without prejudice towards or against any demographic characteristics.

#### **4.3.2 Discipline Masters' Background Information**

The purpose of the study was to look into the participants' discipline masters' backgrounds. Their gender, age, greatest level of schooling, and number of years spent working as a discipline master are among the demographic factors that were looked into. Gender, grade level, and years of teaching have a substantial impact on students' problematic behaviour, according to Alter, Walker, and Landers (2013). The findings are summarized in Table 4.3.

Table 4.3: Discipline Masters' Background Information (n=131)

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	84	64.1
Female	47	35.9
Total	131	100.0
<b>Respondents' Age</b>		
Below 35 Years	48	36.6
36-40 Years	25	19.1
41-45 Years	22	16.8
46-50 Years	13	9.9
Above 50 Years	23	17.6
Total	131	100.0
<b>Highest Level of Education</b>		
Diploma	23	17.6
Degree	89	67.9
Masters	17	13.0
PhD	2	1.5
Total	131	100.0
<b>Years Having Served as Discipline Master</b>		
Below 3 Years	13	9.9
3-6 Years	71	54.2
7-10 Years	19	15.7
Above 10 Years	28	21.4
Total	131	100.0

#### **Distribution of Discipline Masters by gender**

According to the survey's findings regarding the gender of discipline masters, men made up nearly two thirds (64.1%) of respondents, while women made up just 35.9% of discipline masters respondents. Given that the study's participants were chosen using a straightforward random sampling technique that gave each gender an equal chance to participate, it is likely that the majority of discipline masters in Kisumu County's public secondary schools are men, indicating a gender gap in positions of leadership. Yet, it is clear that respondents of every gender participated in the poll, showing that all perspectives were included in the analysis.

### **Distribution of Discipline Masters by age categories**

It also turned out that many of the discipline masters in Kisumu County's public secondary schools were still in their youth, as evidenced by the sampled group, of which 36.6% were under 35 and another 19.1% were in the category of 36-40 years of age. Only 17.6percent of the discipline masters who participated in the poll were over 50; the remainder were either between the ages of 41 and 45 (16.8%) or 46 and 50 (9.9%). The age distribution is balanced between youth and experience, which suggests strong leadership in concerns of student discipline.

### **Distribution of Discipline Masters by their education levels**

The study also aimed to look into the educational backgrounds of the discipline masters who took part in the study. The degree of education of the respondents was thought to be important to the study and essential to understanding the connection between particular administrative procedures and student discipline. According to the exploratory data analysis, more than two out of every three (67.9%) of the discipline masters respondents held bachelor's degrees, 17.6% held teaching diplomas, 13.0% held master's degrees, and 1.5% held PhDs.

### **Years of Experience as Discipline Masters**

The purpose of the study was to determine how long the respondents had been employed as disciplinary masters. The duration of time spent working as discipline masters represented their level of experience, and understanding the respondents' level of experience was considered crucial for the caliber of data gathered for the study. It was thought that the level of experience of the disciplinary masters would determine how the chosen administrative procedures and student behaviour interacted. The study's findings, which were supported by 54.2% of the respondents, indicate that the majority of the discipline masters in secondary schools in Kisumu County had

experience of 3-6 years. A sizable fraction of the discipline masters who participated in the study had more than seven years of experience, with 15.7percent and 21.4% of them having between seven and ten years and more than ten years of experience, respectively, of experience as discipline masters. Just 9.9% of them had less than three years of experience, showing that the majority of respondents had enough experience to adequately reply to the questionnaire's items.

#### **4.4: Diagnostic Tests**

Data from student leaders were employed in the study's inferential statistics. In order to determine whether it was appropriate for multiple regression analysis, it was diagnosed. Testing the hypotheses of normality, multicollinearity, independence, heteroscedasticity, as well as homoscedasticity was done to achieve this.

##### **4.4.1: Normality Test Results**

The residuals should be regularly distributed around the expected dependent variable scores, according to the normality assumption. The study used Shapiro-test Wilk's (S-W) to determine data normality. Gravetter and Wallnau's (2000) as well as Khatun (2021) advised that Shapiro-test Wilk's (S-W) is adequate for determining whether the variables were normally distributed. Similar to the correlation between a set of given data and the matching normal scores, where  $S-W = 1$  denotes a fully normal correlation between the two (Shapiro & Wilk, 1965, as cited by Creswell, 2014). This suggests that the normalcy assumption is not met if the S-W is considerably (p.05) lower than 1. The data is therefore considered normal when Shapiro-Wilk (S-W) is .05. Shapiro-test Wilk's should be used for small and medium samples up to  $n = 2000$ , according to Razali and Wah (2011). Results of the Skewness, Kurtosis, and Shapiro-Wilk tests are shown in Table 4.4, an output from SPSS.

Table 4.4: Tests of Normality of the Data Set

Variable	Skewness		Kurtosis		Shapiro-Wilk		
	Value	SE	Value	SE	Statistic	df	Sig.
Communication	-0.283	0.212	0.187	0.420	.979	131	.054
Involvement in Decision Making	0.355	0.212	0.286	0.420	.983	131	.111
Student Welfare Management	-0.459	0.212	0.847	0.420	.973	131	.043
Administration of school rules	-0.283	0.212	0.187	0.420	.977	131	.071
Student Discipline	0.353	0.212	0.408	0.420	.985	131	.200
Education Policy	-0.420	0.212	0.960	0.420	.920	131	.045

All the variables, with the exception of "student welfare management" and "education policy," were roughly normally distributed, according to a Shapiro-Wilks test ( $p > .05$ ) and a visual examination of their histograms, normal Q-Q plots, and box plots (Gissane, 2016). So, before being utilized in the inferential statistics, these two variables required to be converted first using Logarithmic ( $\text{Log } 10$ ),  $\text{NEWX} = \text{LG10}(K - X)$ , to eliminate the skewness that was seen in the original data, as proposed by Tabachnick and Fidell (2007) and Howell (2007). Given that there were no statistically significant differences ( $\text{sig. } 0.05$ ) found between any of the other variables and their corresponding normal scores, which means that their sig. values were higher than the previously established value of .05. In addition, values between -1.96 and 1.96 were established when Skewness and Kurtosis were each split by their respective standard errors, demonstrating that the data were normal, as indicated by Tabachnick and Fidell (2007). This suggests that the data were distributed normally.

#### 4.4.2: Assumptions of Multi-Collinearity and Singularity

Singularity and multi-collinearity are terms used to describe how the independent variables interact. When the independent variables are very closely correlated, multi-collinearity occurs. In other words, it occurs when a predictor variable in a multiple regression model can be linearly predicted from the other variables with a high level



of accuracy (Daoud, 2017). Multi-collinearity, according to Gravetter and Wallnau (2000), is an excessively high level of inter-correlation ( $r=.9$  and above) among the independent variables in a study, making it impossible to distinguish between the effects of the independent factors on the dependent variable. When one independent variable is truly a composite of the other independent variables, this is known as singularity (e.g. when both sub-scale scores and the total score of a scale are included).

A decent regression model should not have singularity or multi-collinearity. Although correlation matrices are occasionally employed to examine the intercorrelation pattern among the variables, their application is insufficient. As a result, this study examined tolerance and the Variance Inflation Factor to analyse the multi-collinearity assumption (VIF). Table 4.5 displays the result from SPSS, which indicates the tolerance as well as Variance Inflation Factors.

**Table 4.5: Tolerance and Variance Inflation Factor (VIF) Statistics**

Model	Collinearity Statistics	
	Tolerance	VIF
Communication	.501	1.994
Involvement in Decision Making	.499	2.006
1 Student Welfare Management	.604	1.655
Administration of school rules	.761	1.313
Education Policy	.878	1.139

Tolerance, which is derived using the formula  $1-R^2$  for each variable and is equal to VIF, is a measure of how much of the variability of the given independent is not explained by the other independent variables in the model. According to Cohen & Cohen (1983), a tiny tolerance value denotes a variable that is virtually a perfect linear combination of other independent variables already in the equation and should

not be added to the regression equation due to its minimal impact on the model. Tabachnick and Fidell (2001) state that it may be necessary to look at a variable if its tolerance values are less than 0.10 and its VIF value is larger than 10. From Table 4.5, it is evident that multi-collinearity was not a concern in all the measures (Communication, *Tolerance* = .50, *VIF* = 1.99; Involvement in Decision Making, *Tolerance* = .49, *VIF* = 2.01; Student Welfare Management, *Tolerance* = .60, *VIF* = 1.66; Administration of School Rule, *Tolerance* = .76, *VIF* = 1.31; and Education Policy, *Tolerance* = .88, *VIF* = 1.14), indicating that there were no violation of the assumption of multi-collinearity which is a requirement for multiple regression analysis.

#### 4.4.3 Test for Independence of Observations

This presumption states that the observations in the sample are independent of one another, i.e., that the measurements for each subject in the sample are not affected by or connected to those of other subjects in any manner. The Durban-Watson test was applied to determine whether the regression's premise that the observations are independent was true, following Kalina's (2013) advice. In order to ensure that the findings from the study sample accurately reflect the effects of particular administrative practices on student behaviour across the secondary school population in Kisumu County, test independence was required (Royer-Carenzi and Didier, 2019). The Durban-Watson value is displayed in Model Summary Table 4.6 to determine whether the residual terms are uncorrelated.

**Table 4.6: Test of Independence: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durban-Watson
1	.956 <sup>a</sup>	.915	.911	.13238	1.667

- 
- a. Predictors: (Constant), Education Policy, Communication, Administration of school rules, Student Welfare Management, Involvement in Decision Making
  - b. Dependent Variable: Student Discipline

Although Durban-Watson values might range from 0 to 4, Thomson (2000) and Keppel and Zedeck (1989) agreed that a number as close to 2 is appropriate in order to satisfy the assumption of independent mistakes. Thus, the assumption has not been met if the Durban-Watson value is less than 1 or greater than 3, which is considered to be significantly distinct from 2. According to Chen (2016), the Durban-Watson statistic should fall between 1.5 and 2.5 if following data are unrelated. As a result, since the data (Table 4.6) are between 1.5 and 2.5, they satisfy the independent error assumption (Durban-Watson value = 1.667).

#### **4.4.4 Heteroscedasticity and Homoscedasticity**

The hypothesis of heteroscedasticity, which denotes a situation in which the error term is identical for every one of the values of the independent variables, was also studied in this study. According to Gravetter and Wallnau (2000), if a model is well-fitting, the residuals displayed against the fitted values shouldn't show any trend. The residual variance is referred to as heteroscedastic if the residual variance is not constant (Astivia and Zumbo, 2019). This was demonstrated graphically in Figure 4.1 by fitting residuals versus fitted (predicted) values.

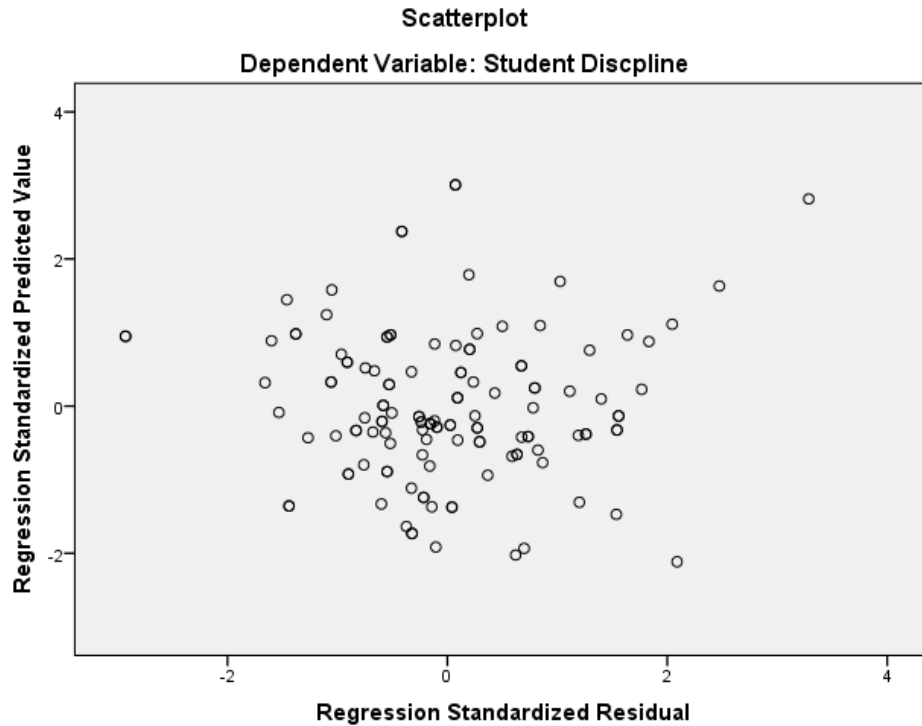


Figure 4.1: Standardized residuals vs standardized expected values in a scatter-plot

When the scatter is uneven and lacks clear patterns, heteroscedasticity is concealed.

Figure 4.1 demonstrates how the data points were almost completely random in their formation. The scatter-plot lacks a clear pattern, with the points evenly spaced to the left and right of zero on the Y axis and above and below zero on the X axis, indicating that there isn't pure heteroscedasticity. As a result, there was no substantial deviation from the premise of homoscedasticity, which refers to an equal variance of errors across all levels of the independent variables (Jamshidian & Jalal, 2010; Yang, Tu & Chen, 2019). The variation around the regression line was the same for all values of the predictor variables, supporting the presumption that errors were distributed consistently throughout the variables. This suggests that the regression model employed in this study was homoscedastic across all predicted values for the dependent variable, indicating that the model's ability to predict a student discipline is

constant across all values for that student discipline (Ismail, Gaffar, Jasruddin and Ahmad, 2018; Yang et al, 2019).

#### 4.6: Communication Methods and Students' Discipline

The study's initial goal was to determine how communication techniques affected students' behaviour at public secondary schools in Kisumu County, Kenya. The goal was achieved by first utilizing descriptive statistics to investigate the opinions of student leaders and discipline masters on the principals' methods of communication and the degree of student discipline in Kisumu County's public secondary schools. Second, inferential statistics were applied to determine the impact of communication strategies on students' behaviour.

##### 4.6.1: Cross Tabulation for Communication methods and Students' Discipline

In this portion, the study looked into how school administrators passed information about matters of student discipline and occurrences of discipline by using various communication channels. On a scale of 1 to 5, the following communication techniques were graded according to how well they dealt with student discipline: 1 denotes extremely high effectiveness, 2 high effectiveness, 3 fairly high effectiveness, 4 low effectiveness, and 5 not at all effective. The findings are summarized in Table 4.8.

**Table 4.8:** *Communication Practices and Student Discipline (DM<sub>n=131</sub>; SL<sub>n=137</sub>)*

Methods of communication	Respondent	How communication methods relate with student discipline					Total
		5	4	3	2	1	
Communication in the assemblies	DM	0.0	1.5	17.6	32.1	48.9	100
	SL	2.2	10.2	18.9	39.4	29.3	100
Communication through student leaders	DM	1.5	13.0	11.5	37.6	36.5	100
	SL	3.6	13.9	14.6	30.4	37.5	100
Communication through class teachers	DM	0.0	6.1	6.9	43.9	43.1	100
	SL	10.9	3.6	16.1	34.8	34.5	100
Direct communication through	DM	7.6	9.2	15.3	35.1	32.8	100

notice boards

SL 9.5 5.1 30.7 33.3 31.5 100

---

**Key:** 1 = Very Highly effective; 2 = highly Effective; 3 = Fairly Highly Effective; 4 = Low effectiveness; 5 = Not Effective at al

According to Table 4.8, managing student behaviour in the studied schools was greatly aided by communication at assemblies (DMs=48.9%; SLs=39.2%) and through class teachers (DMs=43.9; SLs=34.8%). However, the respondents also reported that communicating with student leaders (DMs=37.6%; SLs=37.5%) was also very successful in managing student behaviour. It should be emphasized that there were no disparities between the schools in terms of the efficacy of these communication strategies for managing discipline because there was little difference in the responses from the discipline masters (DMs) and the student leaders (SLs).

In accordance with Table 4.8, communication at assemblies (78.2%) was the most effective method, followed by communication with teachers (77.6%), student leaders (74%) and notice boards (64.3%). These findings denote that using school assemblies and class teachers as means through which messages are passed to students is a predominant communication practice among secondary schools in the area. On the other hand, communication through student leaders and notice boards are used less frequently for purposes of delivering messages to students. It should therefore be deduced that although the secondary schools in Kisumu County used a variety of communication techniques, there was only a small amount of utilization of such techniques for students.

The employment of these communication techniques, as shown in the table, indicates consistent efforts on the part of every school to make the establishments successful in terms of disciplinary management through the use of standard ways of message delivery, such as through class teachers. This may be consistent with the findings of

Ärlestig (2008) which indicated that principals and teachers spoke more frequently about matters pertaining to teaching and learning in effective schools. Findings in Table 4.8, however, appear to be at odds with those of Kindiki (2009), who examined the impact of communication on student behaviour in secondary schools in Kenya's Naivasha area. It was discovered that there are poor channels of communication because local school administrations hardly ever address the implementation of laws and regulations with students. It came to the conclusion that poor communication frequently leads to conflict, confusion, and miscommunication as well as a loss of trust in school management. The effectiveness of the schools is supported by the General Systems Theory, which asserts that interactions through communication form the core of relationships that result in persistent behaviour of a single independent element (Von Bertalanffy, 1956).

Interviews with school principals as well as sub county education officers revealed that public schools find it more convenient to use class instructors or topic teachers in communicating vital messages to students. An excellent phrase that perfectly expressed this was:

*Preference is at the moment given to class teachers to perform communication roles to students. This is considered to be highly convenient since the teacher knows each student in person, and understands some of their characteristics unbeknown to the administration (SP 2).*

Due to their intimate relationships with the kids in their various classes, class instructors are preferred as a means of communication by the majority of school administrators, according to findings attributed to SP 2. Teachers are the best people to communicate on the administration's behalf because of the interactions they have with the students in their classes. During a separate discussion with school principals, the subject of the role that instructors play in communicating with pupils was

especially raised in relation to the delivery of instructions like fee payment or parent meetings. In one of the interviews, the researcher selected this as a recurrent subject:

*Most of our schools prefer to use class teachers to convey critical information to students such fee payment modes, discussion of academic performance with parents, and school regulations. Class teachers are convenient since they are able to trace and directly communicate with parents of students in their class: they act as class managers (SP 4).*

From the comment attributed to SP 4, it may be inferred that class managers' direct involvement in communication matters is a result of that role. To the benefit of the whole school, this position enables them to increase communication with parents of children in their courses.

The researcher learned from speaking with SCEO that the Ministry of Education places a strong emphasis on the need for the school principal and the entire administration to pay close attention to student concerns. This theme was expressed in a sentence like:

*To gain confidence of the students, direct communication in the form of the principal inviting specific students or their leaders for a discussion concerning issues affecting them is often encouraged by the Ministry. This often puts the school administrators in better positions in making informed decisions in diverse matters affecting the student population (SCEO, 3).*

As a more effective way to comprehend and address disciplinary issues, direct communication with pupils appears to be widely supported by stakeholders in the educational system. One-on-one conversations with students about personal matters, such as disciplinary matters, are thought to be a sensible strategy to address their particular needs.

Analyses of the documents produced written proof of memoranda that were issued directly to parents as a follow-up to communication that was given to kids by the school administration. These memos, it was discovered, cover particular instances of indiscipline that have been noted, such as failing to arrive at school on time during



registration days, stealing from the school or from students, scaling the perimeter fence, and engaging in physical altercation on the school grounds, among others..

#### 4.6.2 Correlation Analysis of Communication Practices and students' discipline

The strength of the associations between communication and academic discipline was assessed using Pearson's correlation analysis. Both variables' scores, which were gathered as frequencies, were transformed into ratio-scaled data by calculating the mean replies per respondent. In order to create an approximately continuous variable that is suitable for the use of parametric analysis, the mean response across a set of questions of Likert scale responses for each item were collapsed into one composite index. High scale ratings implied high effective perceived communication methods and high students' discipline, and vice versa. Table 4.9 displays the results of the correlation analysis.

Table 4.9: Correlation Analysis of Communication Practices and Students' discipline

		Involvement in Decision Making	Student Discipline
Communication Methods	Pearson Correlation	1	.506**
	Sig. (2-tailed)		.000
	N	268	268
Student Discipline	Pearson Correlation	.506**	1
	Sig. (2-tailed)	.000	

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

The correlation study results presented in Table 4.9 revealed a statistically significant positive correlation between secondary school students' communication and discipline practices (n=268, r=.506, p<.05). This shows that improved student discipline in secondary schools results from improved communication between students and school administration, and vice versa. This conclusion is consistent with surveys by AI Hajar

(2016) as well as Mull (2020) and Yao et al (2020) that looked at the effect of principal communication on student grade achievement and found a strong correlation between principal-teacher communication practices and student grade performance. Another study conducted in Jakarta by Krystelia and Juwono (2016) found that school administrators highlight communication issues every year, particularly those involving reminders of academic calendar programs and interpersonal issues that arise inside a school.

#### 4.6.3 Regression Analysis of Communication Practices on Students' Discipline

The strength of the association and thus the level of significance between communication practices and students' discipline were determined using regression analysis. To determine the degree to which communication strategies have an impact on students' discipline, a coefficient of determination was calculated. Table 4.10 displays the model summary of regression findings.

Table 4.10: Model Summary of Communication Practices on Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506 <sup>a</sup>	.256	.250	.29814

##### a. Predictors: (Constant), Communication

The model demonstrates that communication strategies were responsible for 25% of the variation in student behaviour amongst secondary schools. The corrected R Square value of .250 indicates that this association is steady, having lost only 0.006 units during the course of the study. This is an example of a variable (communication strategies) having a rather large influence on a dependent variable (students' discipline). Nevertheless, Analysis of Variance (ANOVA) was performed as shown in

Table 4.11 to establish whether communication methods were a notable predictor of students' discipline.

Table 4.11: ANOVA of Communication Practices on Students' Discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.129	1	4.129	46.450	.000 <sup>b</sup>
	Residual	120.000	267	.449		
	Total	124.128	268			

*a. Dependent Variable: Student Discipline*

*b. Predictors: (Constant), Communication*

It can be seen from Table 4.11 that communication styles among secondary school students were in fact a significant predictor of students' behaviour [F (1, 267) = 46.450, p .05] . This suggests that the communication strategies used by a secondary school can considerably predict the degree of student discipline in a school. Regression analysis was conducted utilizing the coefficients of communication methods and student discipline in order to evaluate the potential unit change that communication strategies may have on student discipline incidents. The values of the regression's coefficients are displayed in Table 4.12.

Table 4.12: Regression Coefficients of Communication Practices on Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	2.639	.162		16.294	.000	2.318	2.959
Communication	.284	.042	.506	6.815	.000	.201	.366

a. Dependent Variable: Student Discipline

$Y = \alpha + \beta X_1 + \epsilon$ , where  $Y =$  Students' Discipline;  $X_1 =$  Communication and  $\epsilon$  is the error term

$$Y = 2.639 + 0.284X_1 + \epsilon.$$

The co-efficient matrix with a p-value of 0.000 and a constant of 2.639 indicates that the results have a positive unstandardized co-efficient of 0.284. This suggests that among public secondary schools, there will be a 0.284 unit improvement in student discipline for every unit improvement in communication techniques. Even though the school administration does not use communication tools, there are 2.639 units of student discipline. As a result, the model benefits from both the constant and communication methods. As a result, it is determined that the model can give the data required to anticipate students' discipline based on the sophistication of communication channels used. Similar to how an increase in communication by one standard deviation leads to a subsequent increase in secondary school students' discipline by .506 standard deviations, suggesting a positive correlation between communication strategies and student discipline.

#### **4.6.4 Hypothesis 1 Testing**

To determine the relationships between communication methods and students' discipline in public secondary schools, the following null hypothesis was formulated;

***H<sub>0</sub>1: There is no significant relationship/difference between Communication methods and students' discipline in public secondary schools***

The investigated null hypothesis is  $H_0: \beta_1 = 0$  and the corresponding alternative hypothesis being  $H_1: \beta_1 \neq 0$ . If the null hypothesis is true, then from  $E(Y) = \beta_0 + \beta_1 X$  the population mean of Y is  $\beta_1$  for every X value, which indicates that X (communication methods) has no influence on Y (students' discipline) and the alternative being that communication methods are associated with students' discipline. Table 4.11, the regression ANOVA, indicates that the calculated F statistics was statistically significant [ $F(1, 267) = 46.450, p = .000 < .05$ ]. Furthermore, Table 4.12

confirm that there is a significant  $p$ -value ( $B=.284$ ,  $t= 6.815$ ;  $p=.05$ ) of the unstandardized co-efficient value. Hence, there is sufficient evidence to reject the null hypothesis ( $\beta_1 = 0$ ). Subsequently, the alternative hypothesis ( $\beta_1 \neq 0$ ) was supported and it was concluded that communication methods have statistically significant influence on students' discipline in public secondary schools. This finding seems to be in agreement with most of results in previous studies done in different contexts regarding communication methods and student outcomes. Al Hajar (2016) revealed that a substantial correlation exist between principal-teacher communication strategies and students' grade performance in a study done in Abu Dhabi. Similarly, principal-teacher communication was found to significantly predict wellbeing and performance of teachers in a study done in China (Yao et al, 2020). It would therefore be sufficient to deduce that communication approaches by school administration has, likewise to other outcomes, significant influence on student discipline.

#### **4.7 Students' Involvement in Decision Making and Students/ Discipline in Public Secondary Schools**

The study's second objective was to determine how much student input was used in decision-making. The goal was accomplished by first utilizing cross tabulation to examine the divergences in opinion between discipline masters and student leaders regarding the degree of student involvement in decision-making and how that related to the level of discipline in public secondary schools in Kisumu County. Second, the impact of student input on decision-making on students' discipline was determined using inferential statistics.

##### **4.7.1 Cross Tabulation for Involvement and Student Discipline**

Cross tabulation of decision-making and student discipline among the sampled public secondary schools is shown in Table 4.13. On a scale of 1 to 5, the following

questions about student engagement in decision-making were scored in terms of how well they addressed student discipline: 1 = Very Highly Involved, 2 = Highly Involved, 3 = Somewhat Highly Involved, 4 = Minimal Involvement, and 5 = Not Involved at All.

Table 4.13: Decision-Making Activities and Student Discipline

Forms of involvement	Respondents	How involvement relate with student discipline					Total
		5	4	3	2	1	
Involvement through student leaders	DM	0.8	7.6	6.1	38.7	46.9	100
	SL	10.9	2.2	16.1	34.4	36.5	100
Involvement through class representatives	DM	3.8	3.8	4.6	35.9	51.9	100
	SL	23.4	8.0	4.4	28.9	35.3	100
Involvement through student consultative foras	DM	22.9	32.1	22.9	11.5	10.7	100
	SL	39.4	13.1	13.9	18.8	14.8	100

Key: 1 = Very Highly Involved; 2 = highly Involved; 3 = Fairly Highly Involved; 4 = Low Involvement; 5 = Not Involved at al

Source: Survey data (2020)

When it comes to handling of student discipline issues in the sampled schools, Table 4.13 shows that students are heavily involved in decision-making through their class representatives (DMs=51.9%; SLs=35.3%) and through student leaders (DMs=46.9; SLs=36.5%). As for the management of student discipline in the studied schools, the respondents observed that very few students (DMs=22.9%; SLs=39.4%) participated in open gatherings of students through consultative forum. There were no variations across the schools in terms of the degree of student involvement in decision-making regarding discipline management because, once more, the views of the discipline masters and the student council leaders appeared to be in agreement. Therefore, it should be inferred that students are rarely directly participate in activities like open forums or debates where each of them could express their concerns to the school administration. This seems to obscure the goals of the General Systems Theory

(Bertalanffy, 1956), which views interactions as the centre of relationships that result in sustained behaviour (as seen in student discipline) of a single autonomous element such as a school. This includes directly involving individual students in open forums (Drack & Pouvreau, 2015). Poor student discipline has probably been a problem at some schools because there hasn't been much connection between the student body and the management. Being an open system, the school must actively engage with components in its environment to accomplish desired outcomes (Katz & Kahn, 1966). The system's student body has a special responsibility to fulfil in terms of school discipline (Nicolescu & Petrescu, 2016). Thus, the active participation of students in decision-making encourages a sense of ownership of the overall goals of the system.

According to findings from Table 4.13, while class representatives and student leaders are the primary ways that students participate in decision-making, individual students' opinions are not taken into consideration as a result of their poor participation in open consultative assemblies or student consultative forum. Yet, this appears to disregard the fundamental tenets of the United Nations Convention on the Rights of the Child (1989) about the right to education. The rights of children to express their opinions in all matters affecting them and to have those opinions given due consideration in accordance with their age and maturity are among these. Other rights include non-discrimination, the best interests of the child, the right to life, survival, and development to the fullest extent possible (United Nations, 1989). Pereira et al. (2014) contend that schools are the places where kids should come into contact with democratic values and directly learn about them. Hence, involving students in decision-making is essential for independent learning, which ultimately leads to higher learning motivation and better learning outcomes (Mithans et al, 2017).

As shown in Table 4.13, students are not sufficiently involved in making decisions in a direct and interactive context (Mulwa & Maiyo, 2010; Mithans et al, 2017; Kagendo, 2018). In a study including 322 and 458 students from Austrian and Slovenian schools, respectively, Mithans et al. (2017) demonstrated that the sampled schools had not yet fully embraced student engagement in decision-making. In a study conducted in Kenya, Mulwa and Maiyo (2010) found that students were least involved in decision-making about curriculum and instruction, as well as students' management and welfare. In addition, Kagendo (2018) discovered a modest level of engagement in a study that intended to ascertain the extent of student participation in decision-making in secondary school management in Kenya.

During interviews with the school principals, the researcher established that students were more often involved in making decisions regarding relationships with the community and social activities amongst them (students). An outstanding theme emerging from such interview sessions was captured in a statement:

*Decisions regarding social events like calendar of internal sports activities, selection of team captains, as well as making decisions with regards to school-community relations (SP 3).*

The statement attributed to SP 3 illustrates that students are largely involved in making decisions concerning matters affecting their relationships while in school. Similarly, the students are also involved in making decisions regarding their interactions with the external community. The SCEOs, on their part, suggested that student's council leaders are often involved during election of Board of Management albeit as ex-officio members. A statement reporting this was captured as:

*Elections of BoMs are often conducted under regulations from the Ministry of Education. One of the requirements articulated by such regulations include the requirement of participation of a democratically elected student council leader as an ex – officio member (SCEO 1)*



It is emerging from the statement from SCEO 1 that involvement of student in decision making is lukewarm: they are seldom involved in making key decisions such as amount of fee to be paid, type of meals, or curriculum implementation among others. Furthermore, analysed documents like minutes of meetings concerning decision-making process in areas like how school resources are utilised or how they are procured showed that the student population was not represented either through their council leaders or class representatives.

#### **4.7.2 Correlation Analysis between Students’ Involvement in Decision Making and students’ discipline**

Pearson’s correlation analysis was used to determine the degree of relationships between students’ involvement in decision making and students’ discipline. The students’ responses in both the variables were converted into ratio scaled data by computing mean responses per respondents. In this regard, mean response across a set of questions of Likert scale responses in each item were collapsed into one composite index to create an approximately continuous variable, that is suitable for the use of parametric analysis, where high scale ratings implied high student involvement in decision making and vice versa. The correlation analysis result is presented in Table 4.14.

Table 4.14: Correlation Analysis of Student Involvement in Decision making and Students’ Discipline

		Involvement in Decision Making	Student Discipline
Involvement in Decision Making	Pearson Correlation	1	.454**
	Sig. (2-tailed)		.000
	N	268	268
Student Discipline	Pearson Correlation	.454**	1
	Sig. (2-tailed)	.000	

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

Correlation analysis presented in Table 4.14 shows that there was a statistically significant positive correlation between students involvement in decision making and students' discipline ( $n=268$ ,  $r=.454$ ,  $p< .05$ ) among secondary school students. This implies that improvement in students' involvement in decision making results into improved student discipline among the secondary school students and vice-versa. This finding concurs with the results of a survey conducted by Nzioki (2015) which investigated the influence of student councils' involvement on management roles in public primary schools in Kangundo Sub County, which revealed that students' involvement in different school activities like formulation of school rules and regulations, school time keeping issues, maintenance of hygiene and sanitation and planning co-curricular activities lead to high performance and easy management. On the contrary, the result partly differs with that of Murage, Mwaruvie and Njoka (2017) who, in their assessment of the influence of student councils on management of discipline in secondary schools, failed to relate student council's involvement with student discipline among secondary schools in their investigations. However, they found out that students have positive perceptions towards student councils when the establishment and voting is free and fair, but students fail to take instructions from student councils when they feel that the election of student council members was not free and fair.

#### **4.7.3 Regression Analysis of Students' Involvement in Decision Making on Students' Discipline**

Regression analysis was used to determine the degree of relationship and the level of significance between students' involvement in decision making and students' discipline. To estimate the level of influence of students' involvement in decision

making on students' discipline, a coefficient of determination was computed. The results of model summary of regression are presented in Table 4.15.

Table 4.15: Model Summary of Student Involvement in Decision Making on Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454 <sup>a</sup>	.206	.200	.30797

a. Predictors: (Constant), Student Involvement in Decision Making

The model shows that Student Involvement in decision making accounted for 20% (Adjusted *R* Square = .200) of the variation in students' discipline among the secondary school students. This is a fairly high effect of a variable on the dependent variable. However, to determine whether Student Involvement in decision making was a significant predictor of students' discipline, Analysis of Variance (ANOVA) was computed as shown in Table 4.16.

Table 4.16: ANOVA of Student Involvement in Decision Making and Students' Discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.324	1	3.324	35.049	.000 <sup>b</sup>
	Residual	121.804	266	.458		
	Total	124.128	267			

a. Dependent Variable: Student Discipline

b. Predictors: (Constant), Involvement in Discipline Making

From Table 4.16, it is evident that student involvement in decision making was indeed a significant predictor of students' discipline among secondary school students [ $F(1, 266) = 35.049, p < .05$ ]. This means that the level of students' discipline in a school

can be significantly predicted from the level of Student Involvement in decision making. Table 4.17 shows the values of the coefficient of the regression model.

Table 4.17: Regression Coefficients of Student Involvement in Decision Making on Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.844	.152		18.757	.000	2.544	3.144
Student Involvement	.236	.040	.454	5.920	.000	.157	.315

a. Dependent Variable: Student Discipline

$Y = \alpha + \beta X_2 + \epsilon$ , where  $Y =$  Students' Discipline;  $X_2 =$  Student Involvement in Decision Making and  $\epsilon$  is the error term

$$Y = 2.844 + 0.236X_2 + \epsilon.$$

From the results, there is a positive unstandardized co-efficient of 0.236 as indicated by the co-efficient matrix with a p-value = .000 < .05. Hence, it is concluded that the model can provide the information needed to predict students' discipline from the level of student involvement in decision making; every one unit improvement in student involvement in decision making there is a resulting improvement by .236 units rise in students' discipline among the secondary school students. Similarly, an improvement in student involvement in decision making by one standard deviation, there is a subsequent rise in students' discipline among the secondary school students by .454 standard deviations.

#### 4.7.4 Hypothesis 2 Testing

To determine the influence of student involvement in decision making on student's discipline in public secondary schools, the following null hypothesis was formulated;

***H<sub>02</sub>: Student involvement in decision making has no significant influence of on student's discipline in public secondary schools***

The investigated null hypothesis is  $H_0: \beta_2 = 0$  and the corresponding alternative hypothesis being  $H_1: \beta_2 \neq 0$ . If the null hypothesis is true, then from  $E(Y) = \beta_0 + \beta_2 X$  the population mean of  $Y$  is  $\beta_2$  for every  $X$  value, which indicates that  $X$  (Student Involvement in Decision Making) has no influence on  $Y$  (students' discipline) and the alternative being that Student Involvement in Decision Making is associated to students' discipline. Table 4.16, the regression ANOVA, indicates that the calculated  $F$  statistics was statistically significant [ $F(1, 266) = 35.049, p < .05$ ]. Further, Regression Coefficients confirm that there is a significant  $p$ -value ( $B=.236, t= 5.920; p < .05$ ) of the unstandardized co-efficient value. Hence, there is sufficient evidence to reject the null hypothesis ( $\beta_2 = 0$ ). Subsequently, the alternative hypothesis ( $\beta_2 \neq 0$ ) was supported and it was concluded that Student Involvement in Decision Making has statistically significant influence on students' discipline in public secondary schools.

#### **4.8: Students' Welfare Management on Students' Discipline in Public Secondary Schools**

The third objective of the study investigated how students' welfare management relates student discipline in public secondary schools in Kisumu County, Kenya. The objective was addressed by cross tabulating the views of student leaders and discipline masters on the students' welfare management. It was followed by inferential statistics analysis to establish whether there is any significant relationship between students' welfare management and the level of students' discipline in public secondary schools.

##### **4.8.1: Cross Tabulation for Welfare Management and Student Discipline**

Through cross tabulation, the researcher analysed whether there is difference between opinions of discipline masters and student leaders with regards to satisfaction with welfare services provided in the sampled schools and how these relate with incidents

of student discipline. Welfare services were categorised in terms of provision of meals (quantity and quality of food, and frequency of supply), provision of safe and clean classrooms, as well as dormitories. This also includes provision of guidance services such as counselling and guidance, and career guidance for learners with socio-economic challenges. The question items of students' welfare services provided by the schools were rated based on the level of satisfaction in the scale of 1 to 5: 1 = Very Highly Satisfied; 2 = Satisfied; 3 = moderately satisfied; 4 = Not Satisfied; 5 = Highly dissatisfied. The results are summarised in Table 4.18.

Table 4.18: Student Welfare Management and Student Discipline

Welfare services	Respondents	Level of Satisfaction with Welfare Services & Discipline					Total
		5	4	3	2	1	
Clean Classrooms	DM	0.0	6.1	3.8	36.9	53.2	100
	SL	0.7	2.9	7.3	37.3	51.8	100
Clean & Safe Dormitories	DM	26.0	17.6	3.1	19.9	33.5	100
	SL	32.8	5.8	2.9	22.7	35.7	100
Food	DM	0.0	0.8	5.3	43.5	50.4	100
	SL	2.2	8.0	10.2	30.3	49.2	100
Health services	DM	0.0	0.8	6.1	34.3	55.8	100
	SL	1.5	12.4	8.8	24.6	47.8	100
Academic & Career guidance	DM	0.8	9.9	12.2	30.5	46.8	100
	SL	2.9	3.6	5.1	38.8	49.5	100
Support to learners with challenges	DM	0.0	7.6	13.7	32.1	41.5	100
	SL	1.5	5.8	10.2	36.2	46.3	100

*Key: 1 = Very Satisfied; 2 = Satisfied; 3 = moderately satisfied; 4 = Not Satisfied; 5 = Highly dissatisfied at al.*

Table 4.18 illustrates that clean classrooms (DMs=53.2%; SLs=51.8%), provision of meals (DMs=50.4%; SLs=49.2%), health services (DMs=55.8%; SLs=47.8%), academic & career guidance (DMs=46.8%; SLs=49.5%), and support to learners with social challenges (DMs=41.5%; SLs=46.3%) were very highly satisfied among the sampled schools. However, whereas cleanliness and safety of dormitories was rated very highly satisfactory (DMs=33.5%; SLs=35.7%), a large part of the sampled

respondents (DMs=26%; SLs=32.8%) rated it as very highly dissatisfying. It is important to note that the responses regarding satisfaction with the welfare services from the discipline masters (DMs) and the student leaders (SLs) do concur hence there are no differences between the sampled schools in so far as how satisfaction with the services relate with incidents of student discipline are concerned.

The results of the survey show that there is generally high satisfaction with the provision of health needs to students as an administrative practice in secondary schools in Kisumu County. This suggests that administration of student services through provision of health-care needs and social challenges needs in public secondary schools within the county are fairly effective in eliciting good or positive behaviour from the student population. Provision of welfare services that meet health needs of the students answers the equation of input-output concept upon which general systems are built (Johnson, 2019). Sufficiency of welfare provision is a necessary input upon which the public schools seem to rely for achieving positive outcomes (output) from the student population. In an open system espoused by Bertalanffy (1956), students have distinct roles to play in a wider school system hence their satisfaction with welfare services provided to them by the institution is fundamental for achievement of desired goals like discipline.

However, the results of the study show that there was a general agreement that more was needed to be done on the safety and conducive status of the student dormitories in many of the secondary schools in Kisumu County. In fact, many of the respondents feel that conditions of the dormitories do not meet students' well-being. This seems to be a lapse in so far as input (in the form of adequacy of safe dormitories) to the school system is concerned. According to the GST espoused by Von Bertalanffy (1956),

confidence derivable from safe and clean dormitories is an important input into the school system which in turn has the potential of eliciting positive behaviour from students. Perhaps incidents of indiscipline in some schools were outcomes emanating from discomfort with conditions in the dormitories.

Interviews with the sampled school principals also showed that the need to emphasize on adequate provision of welfare services to students is often not an option. Most of the administrators have had experience with situations where poor services had been offered to students, as reflected in one of the statements:

*One thing that you can be sure of is that the moment bad food is provided to students, the situation would probably result to student riots. This could lead to strikes and destruction of school property (SP 5).*

The statement attributed to SP 5 highlights the precaution that school administrators take to alleviate discontent among student population by ensuring that all necessary welfare needs like meals, safe environment (dormitories, classrooms, abolition blocks), and general safety on the school compound. This was aptly captured during the interviews with the Sub County Education Officers as:

*Provision of safe environment is one of the fundamental rights of the child enshrined in the United Nations Convention on the Rights of the Child (1989). It is the regulation of the Ministry of Education of Kenya that every school puts in place measure for ensuring safe and sufficient meals, safe environment, and conducive living conditions for students while in school (SCEO 3).*

It is emerging from the statement by SCEO 3 that the school administrators are bound by international conventions as well government regulations to ensure that well-being of students while in school are adequately addressed. Adequacy in the provision of welfare is probably one significant administrative practice which can, depending on the state in which it is provided, escalate indiscipline situations in a secondary school.



This fact was succinctly captured during other interviews with the school principals in the form of:

*Our students in secondary level of education are undergoing generational transition stages in the form of adolescence, a stage associated with self and identity recognition. At this stage, people are keen on how they are treated in the form of type of meals (and frequency of meals) provided to them, as well as how they are treated (SP 2).*

Based on the statement attributed to SP2, it can be deduced that the school administrators view welfare provision as a panacea for improving student discipline. The administrators see issues like timely provision of meals which are fit for consumption and safety of learners as very important. Indeed issues highlighted by SP2 and SP 5 were observed in documents that were scrutinised by the researcher during document analysis. Records showed the schedule of meals (Menu) as distributed to student population. Similarly, schedule of clean-up activities is well documented, including how and when toilets, dormitories and classrooms are cleaned.

Findings from a study conducted by Mushonga et al. (2017) to look at the welfare service provision at the University of Fort Hare, South Africa, appear to contradict results indicating the adequacy of welfare services as expressed by the sampled discipline masters and student council leaders. They discovered that there was very little student satisfaction with the university's welfare services, particularly when it came to topics like welfare services and welfare provision criteria. The study runs counter to findings from Nwite and Nwuche (2016), who found that student personnel services were insufficient in two Nigerian colleges. So, it is becoming apparent that management of student welfare services, especially at colleges and universities, is insufficient while it is adequate in the majority of high schools.

#### 4.8.2: Correlation Analysis of Students' Welfare Management and Students' Discipline

Pearson's correlation analysis was used to determine the degree of relationships between students' welfare management and students' discipline. The responses on students' welfare management questionnaire were converted into continuous data by computing mean responses per respondents. In this regard, mean response across a set of questions of Likert scale responses in each item were collapsed into one composite index, where high scale ratings implied most effective students' welfare management and vice versa. The correlation analysis result is presented in Table 4.19.

Table 4.19: Correlation Analysis of Students' Welfare Management and Students' Discipline

		Involvement in Decision Making	Student Discipline
Involvement in Decision Making	Pearson Correlation	1	.261**
	Sig. (2-tailed)		.002
	N	268	268
Student Discipline	Pearson Correlation	.261**	1
	Sig. (2-tailed)	.002	

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

The correlation analysis presented in Table 4.19 shows that there was a statistically significant positive correlation between students' welfare management and students' discipline ( $n=268$ ,  $r=.261$ ,  $p<.05$ ) among secondary school students. This suggests that when there is improvement in the students' welfare management there is a commensurate improvement in student discipline among secondary school students and vice-versa. This finding is consistent with a study by Moenikiaa as well as Farajollahia (2010) that looked at the connection between student support services and academic accomplishment. The survey's findings revealed a statistically

significant relationship between those two variables. The effectiveness of student support programs was also evaluated by Ntakana (2011), who found that these programs help kids develop holistically.

#### 4.8.3 Regression Analysis of Students' Welfare Management on Students' Discipline

The degree of relationship and the level of significance between Students' Welfare Management and students' discipline was investigated through the use of regression analysis. From the regression analysis, a coefficient of determination was computed to estimate the level of influence of students' welfare management on students' discipline. The results of model summary of regression are presented in Table 4.20.

Table 4.20: Model Summary of Students' Welfare Management on Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.261 <sup>a</sup>	.068	.061	.33368

a. Predictors: (Constant), Students' Welfare Management

The model shows that Students' Welfare Management accounted for 6.1% (Adjusted *R* Square = .061) of the variation in students' discipline among the secondary school students. However, to determine whether Students' Welfare Management was a significant predictor of students' discipline, Analysis of Variance (ANOVA) was reported in Table 4.21.

Table 4.21: ANOVA of Students' Welfare Management on Students' Discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.098	1	1.098	9.858	.002 <sup>b</sup>
	Residual	105.031	266	.345		

Total 106.128 267

a. Dependent Variable: Student Discipline

b. Predictors: (Constant), Students' Welfare Management

From Table 4.21, it is evident that Students' Welfare Management was a significant predictor of students' discipline among secondary school students [ $F(1, 266) = 9.858, p=.002$ ]. This suggests that the level of Students' Welfare Management in a school can be reliably used to predict the level of students' discipline in that school. Table 4.22 shows the values of the coefficient of the regression model.

Table 4.22: Regression Coefficients of Students' Welfare Management on Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	3.218	.165		19.496	.000	2.892	3.544
Students' WelfareManage	.109	.035	.261	3.140	.002	.041	.178

a. Dependent Variable: Student Discipline

$Y = \alpha + \beta X_3 + \epsilon$ , where  $Y$ = Students' Discipline;  $X_3$ = Students' Welfare Management and  $\epsilon$  is the error term

$$Y = 3.218 + 0.109X_3 + \epsilon.$$

From Table 4.22, it is evident that there is a significant ( $t=3.140, p=.002$ ) positive unstandardized co-efficient of 0.109. This suggests that every one unit improvement in the Students' Welfare Management there is a successive improvement in students' discipline by .109 units. Likewise, an improvement in Students' Welfare Management by one standard deviation there is a subsequent rise in students' discipline among secondary school students by .261 standard deviations.

#### 4.8.4 Hypothesis 4 Testing

To establish the level of influence of Students' Welfare Management on student's discipline in public secondary schools, the following null hypothesis was formulated;

***H<sub>0</sub>3: Students' Welfare Management has no significant influence of on student's discipline in public secondary schools***

The investigated null hypothesis is  $H_0: \beta_3 = 0$  and the corresponding alternative hypothesis being  $H_1: \beta_3 \neq 0$ . If the null hypothesis is true, then from  $E(Y) = \beta_0 + \beta_3 X$  the population mean of  $Y$  is  $\beta_3$  for every  $X$  value, which indicates that Students' Welfare Management has no influence on  $Y$  (students' discipline) and the alternative being that Students' Welfare Management is associated to students' discipline. From the regression ANOVA, the calculated  $F$  statistics was statistically significant [ $F(1, 266) = 19.858, p = .002$ ] and the coefficient output, further, confirms that there is a significant unstandardized co-efficient value ( $B=.109, t= 3.140; p=.002$ ). Thus, there is sufficient evidence to reject the null hypothesis ( $\beta_3 = 0$ ). Therefore, the alternative hypothesis ( $\beta_3 \neq 0$ ) was supported and it was concluded that Students' Welfare Management has statistically significant positive influence on students' discipline in public secondary schools.

The data in Tables 21 and 22 show that, in public secondary schools, student welfare management is a strong predictor of students' behaviour. This result is consistent with a study by Maore (2014), which investigated the impact of head teachers' student management principles on secondary school students' well-being and found that providing students with safe spaces and recreational opportunities by head teachers influences students' well-being, which in turn has a positive effect on their academic performance. Similar findings were made by Ntakana (2011) in a study that looked at the effectiveness of student support programs at a tertiary institution. The study revealed that these programs help students develop holistically, and the majority of respondents were pleased with the potency of the support programs.

#### 4.9: Administration of School Rules on Students' Discipline in Public Secondary Schools

The fourth objective of the study investigated the relationship between administration of school rules and student discipline in public secondary schools. The objective was addressed by cross tabulating the views of student leaders and discipline masters on the administration of school rules. It was followed by inferential statistics analysis to establish whether there is any significant relationship between administration of school rules and the incidents of students' discipline in public secondary schools.

##### 4.9.1: Cross Tabulation for Administration of School Rules

The administration of school rules was categorised in terms of perception of fairness with regards delivery of punishments by different authorities in the school system. This includes punishment delivered by discipline masters, student leaders, discipline committees, and the school principal. The question items of administration of school rules were rated in the scale of 1 to 5: 1 = Highly Very Effective; 2 = Very Effective; 3 = Fairly very Effective; 4 = Moderately Effective; 5 = Not Effective at al. Results are tabulated in Table 4.23.

Table 4. 23: Administration of School Rules and Student Discipline

Administration of Rules	Respondents	Level of Effectiveness of administration of rules on student Discipline					Total
		5	4	3	2	1	
Fairness of Punishment by DMs	DM	25.2	14.5	13.7	9.2	37.4	100
	SL	16.8	11.7	8.0	13.3	50.2	100
Fairness of Punishment by SL	DM	0.8	1.5	5.3	37.6	48.8	100
	SL	9.5	16.1	6.6	20.1	47.7	100
Fairness of Punishment by Discipline Committee	DM	1.5	3.1	3.8	39.9	51.7	100
	SL	7.3	8.0	15.3	25.8	43.6	100
Fairness of Punishment by the Principal	DM	6.9	13.7	3.8	23.6	51.9	100
	SL	12.4	9.5	7.3	26.9	43.9	100

**Source: Survey data (2020)**

Findings in Table 4.23 illustrates that perception of fairness of punishment by discipline masters (DMs=37.4%; SLs=50.2%), fairness of punishment by Discipline Committee (DMs=51.7%; SLs=43.6%), and punishment by the school principals (DMs=51.9%; SLs=43.9%) were rated as very highly effective in harnessing student discipline among the sampled schools. However, a reasonable number of the sampled discipline masters (25.2%) and student council leaders (16.8%) perceived fairness in punishment delivered by discipline masters as not effective at all in eliciting good behaviour from the students.

The findings in Table 4.23 show that although ratings on the specific aspects of administration of the school rules varied, the administration of school rules in most of the secondary schools in Kisumu County were found to be generally effective. This suggests that administrative practices of implementing codes of conduct governing student discipline in secondary schools in Kisumu County are fairly effective in enhancing students' discipline. This finding suggests that there is a considerable level of satisfaction with regards to how school rules are administered. The unique function played by the administration in the entire school system - regarded as an open system that interacts with other aspects to accomplish desired overall goals - is crucial when viewed through the lenses of the General Systems Theory (Bertalanffy, 1956). The administration is in charge of creating the context for other systems to engage in when different parts of a system interact with one another (Nicolescu & Petrescu, 2016).

According to the study's findings, the stakeholders (teachers and students) are in agreement about how punishments are administered to students. First, everyone agrees that the disciplinary committees are fair in administering punishment; second, everyone agrees that discipline masters are fair in administering punishment; and

third, respondents seem to agree that student council leaders are fair in their administration of discipline. These results, however, differ from past research on the use of disciplinary bodies and the administration of punishment. For instance, Tallam et al. (2015) concluded that most committees are ineffective despite being established in their study of the role of the school disciplinary committee in managing student discipline. Arigbo and Adeogun's (2018) analysis of the relationship between teachers' use of punishment and students' academic performance in Nigeria revealed that few discipline matters are handled by disciplinary committees, and students are rarely disciplined for the proper reasons. So, it is possible to draw the conclusion that the context influences how disciplinary committees administer punishment. The circumstances also affected whether punishment was meted out for the correct reasons.

The foregoing illustrates that expulsion of errant students does not necessarily follow the procedure of successive warnings in terms of suspensions. Similarly, student council leaders seldom administer punishment to those who have gone against school rules. These issues also emerged from interviews conducted with the school principals as well as the Sub County Education Officers, as reflected in one statement:

*There are instances when a student will summarily be expelled from school. Students who possess and use hard drugs and substances such as cocaine are considered a threat to the entire school population. They are often arrested and their issues rest with the police (SP4).*

The statement from SP 4 attaches with it the seriousness that drugs and substance abuse is looked at among the student population as a crime. Given that this menace is often carried out through established networks, any element existing within a



population of learners is considered very dangerous to the development of children.

This was succinctly highlighted by the sampled Sub County Education Officers as:

*Students who traffic drugs and other substances are better be removed from the population of other learners. This is because they are likely to influence or recruit other young students into their network, hence limiting their opportunity of making up effective human capital in the future (SCEO 2).*

Expulsion of students without prior suspensions therefore seems to be guided by security issues which are in most cases considered to be beyond the management of school administration. For the safety of the student population, such violators must stay away from the rest of the student population. Another interview with the Sub County Officers revealed that some cases are so serious that they border on international security. This was reflected in a statement such as:

*Contemporary security issues transcends up to student populations. Issues like terrorism and child trafficking are so much alive that the youth has become the easiest prey to recruitment. To curtail the problem, any student found to have any connection to these crimes should be removed from the student population promptly (SCEO 2).*

It is appearing that issues of expulsion of students without prior suspensions as approaches of warning is justified in the sampled public secondary schools. It can therefore be deduced that the strategies used by the administration of rules in the public secondary schools are in line with the urge to improve students' discipline. This appears to be in line with a study conducted in Nigeria by Omemu (2017), which discovered a substantial correlation between a principal's administrative strategy and their success in resolving disciplinary issues. Simatwa (2012) found in a second study that expulsion and counseling are frequently used by school officials to enforce school rules..

Findings in Table 4.23 also illustrates the fact that there was general agreement by both the discipline masters and student leaders that all the stakeholders with authority

to administrate school rules (e.g. student leaders, discipline masters, discipline committees, and the school principal) were playing a fundamental and satisfying role with regard to perceptions of fairness was concerned. Their roles were therefore highly emphasized as being responsible for key decisions in matters of administration of school rules. This also emerged during interviews with the school principals as reflected in a statement such as:

*In matters to do with student discipline, there is a standing committee chaired by the discipline master who is normally the deputy principal. This committee handles all disciplinary cases and in the event that a case is so serious, the committee makes a recommendation to be implemented by the school board (SP 1).*

According to the quote reported to SP 1, each school has a mechanism in place to handle all discipline cases. The school discipline committees are a group that keeps track of all student disciplinary issues and makes recommendations. This result appears to contradict a research by Tallam et al. (2015) that found that most schools had ineffective disciplinary committees..

Findings in Table 4.23 suggest that many of the school administrators are alive to the fact that academic achievement of the school go hand in hand with the general student behaviour: discipline is the corner stone for quality academic achievement. Administrative practices such as

#### **4.9.2: Correlation Analysis of Administration of School Rules and Students' Discipline**

Pearson's correlation analysis was used to establish the degree of relationships between administrations of school rules and students' discipline. The responses on administration of school rules questionnaire were converted into continuous data by computing mean responses per respondents. In this regard, mean response across a set

of questions of Likert scale responses in each item were collapsed into one composite index to create an approximately continuous variable, that is suitable for the use of parametric analysis, where high scale ratings implied high administration of school rules and vice versa. The correlation analysis result is presented in Table 4.24.

Table 4.24: Correlation Analysis of Administration of School Rules and Students' Discipline

		Administration of School Rules	Student Discipline
Administration of School Rules	Pearson Correlation	1	.707**
	Sig. (2-tailed)		.000
	N	268	268
Student Discipline	Pearson Correlation	.707*	1
	Sig. (2-tailed)	.000	

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

The correlation analysis presented in Table 4.24 shows that there was a statistically significant positive correlation between administration of school rules and students' discipline ( $n=268$ ,  $r=.707$ ,  $p < .05$ ) among secondary school students. This suggests that when there is an improvement in administration of school rules there is a corresponding improvement in student discipline among secondary school students and vice-versa. This findings is consistent with that of a study by Musa and Martha (2020), which found that the degree of students' distraction from and hostility toward the teacher is substantially correlated with both punishment and aggressiveness. Simatwa (2012) also suggested a good administration of engaging school regulations after discovering that many transgressions occurred in secondary schools were caused by ineffective school punishment.

### 4.9.3 Regression Analysis of Administration of School Rules on Students' Discipline

Regression analysis was used to determine the degree of relationship and the level of significance between administration of school rules and students' discipline. From the regression analysis, a coefficient of determination was computed to estimate the level of influence of Administration of school rules on students' discipline. The results of model summary of regression are presented in Table 4.25.

Table 4.25: Model Summary of Administration of School Rules on Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 <sup>a</sup>	.501	.497	.24428

#### a. Predictors: (Constant), Administration of School Rules

The model shows that Administration of School Rules accounted for 49.7% (Adjusted  $R$  Square = .497) of the variation in students' discipline among the secondary school students. However, to determine whether administration of school rules was a significant predictor of students' discipline, Analysis of Variance (ANOVA) was reported in Table 4.26.

Table 4.26: ANOVA of Administration of School Rules on Students' Discipline

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8.013	1	8.013	134.283	.000 <sup>b</sup>
Residual	137.996	265	.521		
Total	146.009	266			

#### a. Dependent Variable: Students' Discipline

#### b. Predictors: (Constant), Administration of School Rules

From Table 4.26, it is evident Administration of School Rules was a significant predictor of students' discipline among secondary school students [ $F(1, 265) =$

134.283,  $p < .05$ ]. This suggests that the level of administration of school rules in a school can be reliably used to predict the level of students' discipline in that school.

Table 4.27 shows the values of the coefficient of the regression model.

Table 4.27: Regression Coefficients of Administration of School Rules on Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	2.108	.141		14.933	.000	1.829	2.387
Administration of School Rules	.381	.033	.707	11.588	.000	.316	.446

a. Dependent Variable: Students' Discipline

$Y = \alpha + \beta X_4 + \epsilon$ , where  $Y$  = Students' Discipline;  $X_4$  = Administration of School Rules and  $\epsilon$  is the error term

$$Y = 2.108 + 0.381X_4 + \epsilon.$$

From Table 4.27, it is evident that there is a significant ( $t=11.588$ ,  $p < .05$ ) positive unstandardized co-efficient value of 0.381. This suggests that for every one unit improvement in the administration of school rules there is a subsequent improvement in students' discipline by .381 units. Likewise, an improvement in Administration of School Rules by one standard deviation there is a resultant rise in students' discipline among secondary school students by .707 standard deviations.

#### 4.9.4 Hypothesis 4 Testing

To establish the level of influence of Administration of School Rules on student's discipline in public secondary schools, the following null hypothesis was formulated;

***H<sub>0</sub>4: Administration of school rules has no significant influence on students' discipline in public secondary schools in Kisumu County, Kenya.***

The investigated null hypothesis is  $H_0: \beta_4 = 0$  and the corresponding alternative hypothesis being  $H_1: \beta_4 \neq 0$ . If the null hypothesis is true, then from  $E(Y) = \beta_0 + \beta_4 X$  the population mean of  $Y$  is  $\beta_4$  for every  $X$  value, which indicates that Administration of School Rules has no influence on  $Y$  (students' discipline) and the alternative being that Administration of School Rules is associated to students' discipline. From the regression ANOVA, the calculated  $F$  statistics was statistically significant [ $F(1, 265) = 134.283, p < .05$ ] and the coefficient output, further, confirms that there is a significant unstandardized co-efficient value ( $B = .381, t = 11.588; p < .05$ ). Thus, there is sufficient evidence to reject the null hypothesis ( $\beta_4 = 0$ ). Thus, the alternative hypothesis ( $\beta_4 \neq 0$ ) was supported and it was concluded that Administration of School rules has statistically significant positive influence on students' discipline in public secondary schools.

#### **4.10: Education Policies on Students' Discipline in Public Secondary Schools**

The last objective of the study investigated whether education policies related to discipline management moderate the influence of selected administrative practices on students' discipline in public secondary schools. The objective was addressed by using cross tabulation to compare differences in the views of discipline masters (DMs) and those of Student Leaders (SLs) with regards to the moderating effects of these policies on the relationship between administrative practices and student discipline. The policies investigated were categorised as those related to corporal punishment, Child's Rights, expulsion and suspension of students, administration of discipline, and other guidelines such as liberty of students in the school compound, and setting of a learner friendly environment. This was followed by inferential statistics analysis to establish whether there is any influence of education policies on the level of students' discipline in public secondary schools.

#### 4.10.1: Cross Tabulation for Education Policies and Administrative Practices

The question items of education policies were rated in the scale of 1 to 5: 1 = Highly Very Moderating; 2 = Highly Moderating; 3 = Neither Moderating Nor Not Moderating; 4 = Moderating; 5 = Very Low Moderating. Results are tabulated in Table 4.28.

Table 4.28: Education Policies and Student Discipline [Discipline Master, n=131; Student Leader, n=137]

Education Policies	Respondents	How does policy moderate administrative practices on discipline?					Total
		5	4	3	2	1	
Corporal Punishment	DM	3.8	17.6	9.9	40.5	28.2	100
	SL	24.1	17.5	13.1	19.0	26.3	100
Child Rights	DM	0.0	9.2	9.9	48.9	32.1	100
	SL	9.5	16.1	6.6	20.1	47.7	100
Suspension/Expulsion	DM	9.9	12.2	23.7	25.2	29.0	100
	SL	20.4	15.3	14.6	19.0	30.7	100
Administration of Discipline	DM	4.6	12.2	8.4	35.9	38.9	100
	SL	14.6	6.6	13.1	35.8	38.9	100
Other relevant policies (eg Learner friendly school, student liberty school, etc)	DM	5.3	9.2	13.7	45.0	26.7	100
	SL	7.3	4.4	8.0	40.1	40.1	100

**Key:** 1 = Highly Very Moderating; 2 = Highly Moderating; 3 = Neither Moderating Nor Not Moderating; 4 = Moderating; 5 = Very Low Moderating  
Source: Survey data (2020).

Table 4.28 illustrates that policy guidelines related to corporal punishment (DMs=40.5%; SLs=26.3%), guidelines related to observation of Child's Rights (DMs=32.1%; SLs=47.7%), regulations guiding expulsion and suspension of students (DMs=29.0%; SLs=30.7%), guidelines on administration of student discipline in school (DMs=38.9%; SLs=38.9%), and other policy guidelines on management of student discipline such as those providing for learner friendly school environment, as well as those directing for student liberty and freedoms in school among others

(DMs=45.0%; SLs=40.1%) were perceived to be highly moderating in the relationship between the administrative practices and student discipline among the sampled public secondary schools. According to results in Table 4.28, perceptions of the discipline masters (DMs) and student leaders (SLs) seems to concur on how these policies moderate the efforts put up by the administration (practices) towards managing student discipline hence there were no differences between the sampled schools on this matter. However, a slightly large proportion of student leaders were of the view that guidelines on corporal punishment (24.1%) and policy regulations on expulsion and suspension (20.4%) have not moderated the manner in which the selected administrative practices have been deployed in the management of student discipline among the sampled public secondary schools. This tends to imply that despite the existence of such guidelines, a few schools still administer corporal punishment as well as suspension and expulsion of students.

The study's conclusions show that the administrative practices implemented in public secondary schools are generally supportive of student discipline. This shows that the majority of the government-implemented education initiatives have favorable correlations with student behaviour. The General Systems Theory, which views the school as a larger entity whose desired goals (good discipline) are achieved through interactions of other smaller parts like the implementation of policy requirements, tends to support the acceptability of education policy (input) to influence students' discipline (outcome) (Bozkuş, 2014). So, it appears that the education policy served as an intervention to assist the school's stakeholders in bringing together various student discipline-related concerns and better understanding the effects of any action on these kind of issues (Porter & Córdoba, 2009)..



A policy intervention that was looked into was the elimination of corporal punishment. The study looked into whether corporal punishment has been completely abolished in secondary schools in Kisumu County because using it to deal with indiscipline instances may often be very counterproductive in that it can often make pupils hardened and no longer fearful of punishment. The findings in Table 4.28 make clear that some schools continue to use corporal punishment. This goes against what is expected by international agreements that Kenya has ratified. They include the United Nations Convention on the Rights of the Child (UNCRC) of 1979 and the African Charter on the Rights and Welfare of the Child (ACRWC) of 1990. Additionally, it is against local regulations governing children's rights and the Basic Education Act (Republic of Kenya, 2001; Republic of Kenya, 2013). This suggests that Kenya, as a member, must follow international trends in recognizing children's rights and Kenyan laws pertaining to such rights. Nonetheless, past studies had also shown that a handful of schools continued to use corporal punishment, especially in Kenya.

For instance, Onyango (2017) found that occurrences of corporal punishment continue to happen in a number of schools in Western Kenya after looking into how the physical punishment prohibition affects student discipline in Siaya County. According to Kimani et al. (2012), physical punishment was a common occurrence for students in their study of teachers' and students' perspectives on its use in elementary schools. The most common types of corporal punishment include canning, slapping, bending over, pinching, pulling hair or ears, and making someone perform manual labour without their consent. These disclosures, however, appear to be at odds with research by Phuntsho (2021), which shown that counsellors play a critical role in

helping students change their behaviour and develop their character through aggressive counselling and the implementation of corrective measures.

Another recommendation that was discovered to be modulating the association between administrative practices and discipline management in Table 4.28 is the promotion of child-friendly schools. Child-friendly schools emphasize how important participation is as well as the importance of a secure, healthy atmosphere for learning (UNICEF, 2009). To achieve the goal of diversity, the learning environment at the school needs to ensure student safety (Osher, Kelly, Tolani-Brown, Shors, & Chen, 2009). However, a study by Koskey (2018) found results that were in opposition to the need for child-friendly schools. In a research conducted in Nandi North, Koskey (2018) found that many schools lacked gates to deter trespassers, as well as fire extinguishers, First Aid kits, and lightning arrestors.

The practice of corporal punishment on children is viewed as a form of child abuse by human rights groups and campaigners everywhere. According to the survey's findings, all forms of discipline are in conformity with a child's rights and human dignity, and children are given the chance for a fair hearing before discipline measures are implemented.

Regarding the role of the school's Board of Management (BoM) in matters of student discipline, the disciplinary masters and student leaders shared the view that the BoM should occasionally meet to hear about major incidents of student discipline and, when necessary, recommend expulsion. According to the survey's findings, there was a fair amount of agreement that students are only ever expelled after receiving three suspensions, indicating that this rule might not always apply.

#### **4.10.2 Moderating effect of Education Policies on the Relationship between Administrative Practices and Students' Discipline**

In public secondary schools in Kisumu County, Kenya, the study looked into how educational policies influenced the relationship between administrative practices and student discipline. In public secondary schools in Kisumu County, Kenya, the relationship between administrative practices and student discipline was examined with the null hypothesis that "education policies have no substantial moderating effect on this relationship." A moderator analysis was done to see if the association between administrative practices and student discipline is influenced by educational policy in order to test this hypothesis. To ascertain whether a moderating effect exists, a hierarchical regression method of two models was used, involving the usage of the additive model and multiplicative model, where an interaction term is incorporated in the multiple regression model. To minimize multi-collinearity concerns and facilitate understanding, the moderator variable and all four other variables were centered first. The scale function, which deducts a variable's mean from each value, was used to center the data.

First, additive regression model (block 1) predicting the outcome variable  $Y$  (Students' Discipline) from both the predictor variables  $X_{i=1,2,3,4}$  (administrative practices) and the moderator variable  $M$  (Education policies) was factored in Model 1. Both effects as well as the model in general ( $R^2$ ) was expected to be significant. Secondly, the interaction effect (multiplicative) was added to model 1 and checked if there was a significant  $R^2$  change as well as a significant effect by the new interaction term. If both are significant, then moderation is occurring. If the predictor and moderator are not significant with the interaction term added, then complete moderation has occurred. If the predictor and moderator are significant with the

interaction term added, then moderation has occurred, however the main effects are also significant. Table 4.28 shows the regression Analysis Model Summary for the moderating effect of education policies on the relationship between administrative practices and students' discipline.

Table 4.28: Regression Analysis Model Summary: Moderating Effect of Education policies on the Relationship between Administrative practices and Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.778 <sup>a</sup>	.605	.590	.22053	.605	39.838	5	130	.000
2	.795 <sup>b</sup>	.632	.606	.21621	.027	2.312	4	126	.041

a. Predictors: (Constant), Education Policy, Communication, Welfare Management, Rules Administration, Involvement of students

b. Predictors: (Constant), Education Policy, Communication, Welfare Management, Rules Administration, Involvement of students, Com. \* Policy, Welfare \* Policy, Invol. \* Policy, Rules \* Policy

As indicated in Table 4.28 the additive model independently accounted for 60.5%, as implied by coefficient of  $R^2=.605$ , of the variation in the level of discipline among secondary school students. However, after interaction term (moderator variable) was included, Model 2 now explained a total of 63.2% ( $R^2 = .632$ ) of variation in students' discipline. R-square change in Model 2 shows the increase in variation explained by the addition of the interaction term (i.e., the change in  $R^2$ ). The change in  $R^2$  is reported as .027, which means that when the interaction term between administrative practices and students' discipline was added to the regression model, it accounted for a significant proportion (2.7%) of the variance in students' discipline in public secondary schools,  $\Delta R^2 = .027$ ,  $\Delta F (4, 126) = 2.312$ ,  $p = .041$ . Hence, given that the statistical significance ( $p = 0.041 < 0.05$ ) of the F-change, the null hypothesis that

“Education policies has no moderating effect on the relationship between administrative practices and students’ discipline” was rejected. It was, consequently, concluded that there is a statistical significant moderating effect of education policies on the relationship between administrative practices and students’ discipline. Further, the significance of the model was tested using the Analysis of Variance (ANOVA) and the results presented in Table 4.29.

Table 4.29: Analysis of Variance on Moderating Effect of Education policies on the Relationship between Administrative Practices and Students’ Discipline.

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	9.687	5	1.937	39.838	.000 <sup>b</sup>
	Residual	6.322	130	.049		
	Total	16.010	135			
2	Regression	10.120	9	1.124	24.053	.000 <sup>c</sup>
	Residual	5.890	126	.047		
	Total	16.010	135			

a. Dependent Variable: Discipline

b. Predictors: (Constant), Education Policy, Communication, Welfare Management,

c. Predictors: (Constant), Education Policy, Communication, Welfare Management, Rules Administration, Involvement of students, Com. \* Policy, Welfare \* Policy, Invol. \* Policy, Rules \* Policy

The ANOVA results (Table 4.29) indicates that the two models are significant. Model 1, which is without the interaction term, was significant,  $F(5, 130) = 39.838$ ,  $p < .05$ . Equally, the multiplicative model (Model 2) was also significant,  $F(9, 126) = 24.053$ ,  $p < .05$ . This confirms that there is a statistical significant moderating effect of education policies on the relationship between administrative practices and students’ discipline.

### **4.10.3 The Regression Model**

The study used multiple regression analysis to establish a linear model that could be used to describe the optimal level of students' discipline in public secondary schools given various aspects of administrative practices together with the moderator variable, education policy. The four aspects of administrative practices (Communication practice, involvement in decision making, Student welfare management and Administration of school rules) were put in the model at once as predictor variables with the interaction effect included. The multiple-regression did not only help to investigate how well the set of the independent variables were able to predict the level of students' discipline, but also provided information about the relative contribution of each aspect of administrative practices, education policies and their interactions. Each variable was evaluated in terms of its predictive power, over and above that offered by all the other independent variables. It provided the understanding on how much unique variance, in students' discipline, each aspect of administrative practices, education policies and their interactions explained. This was shown by coefficients values in Table 4.30.

Table 4.30: Coefficient Output: Moderating Effect of Education policies on the Relationship between Administrative Practices and Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Conf. Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	-.359	.165		-2.174	.032	-.686	-.032
Communication	.123	.040	.220	3.069	.003	.044	.202
Involvement	.071	.040	.136	1.790	.076	-.007	.149
Welfare Management	.058	.027	.139	2.129	.035	.004	.112
Administration of school	.261	.037	.484	7.069	.000	.188	.334
Policy	.094	.043	.141	2.172	.032	.008	.179
2 (Constant)	-.342	.171		-2.001	.048	-.680	-.004
Communication	.146	.040	.261	3.619	.000	.066	.225
Involvement	.075	.040	.145	1.900	.050	.003	.154
Welfare Management	.049	.028	.117	1.759	.046	.006	.104
Administration of school	.267	.039	.495	6.757	.000	.189	.345
Policy	.086	.044	.129	1.950	.049	.001	.173
Communication*Policy	.009	.073	.008	.121	.904	-.135	.153
Involvement*Policy	.125	.070	.121	1.785	.027	.014	.264
Welfare*Policy	.101	.052	.122	1.940	.045	.002	.205
Rules*Policy	.097	.058	.105	.808	.421	.068	.162

a. Dependent Variable: Student Discipline

An examination of the coefficients values disclose that each independent variable contributes uniquely to the model; that is, the various aspects of administrative practices and education policy contributed differently in influencing students' discipline. From model 2, administration of school rules, on its own had the single highest influence (Beta = 0.495) on students' discipline. It was followed by communication at Beta = 0.261. This implies that improving in the administration of school rules by one standard deviation would result in an improvement in the students' discipline by 0.495 standard deviations. Similarly, when communication practice is improved by one standard deviation, there would be subsequent improvement in students' discipline by .261 standard deviations. Education policy on

its own had a low effect (Beta=0.129) on students' discipline, while students welfare management yielded the least effect (Beta=0.117) on students discipline.

On the interaction effects, the interaction between students welfare management and education policy (Welfare\*Policy) recorded the highest effect (Beta=.122) among the interaction terms, while the interaction between communication and education policy (Communication \*Policy) recorded the least effect (Beta= .008) on the level of students discipline. The interaction between involvement of students in decision making and education policy was at Beta = 0.121, while the interaction between the administration school rules and education policy was at Beta = 0.105.

The study was guided by a general regression prediction model as follows:

$$\text{Students' Discipline} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \epsilon$$

$X_1$ =Communication,  $X_2$ =Involvement,  $X_3$ =Welfare management,  $X_4$  = Administration of school rules,  $X_5$  = Policy,  $X_6$ = Comm\*Policy,  $X_7$ =Involve.\*Policy,  $X_8$ = Welfare\*Policy and  $X_9$ = Rules\*Policy

Thus, the predicated optimum level of students' discipline was represented by:

$$Y = - 0.342 \text{ units} + 0.146X_1 \text{ units} + 0.075 X_2 \text{ units} + 0.049X_3 \text{ units} + 0.267X_4 \text{ units} - 0.086X_5 \text{ units} + 0.009X_6 \text{ units} + 0.125X_7 \text{ units} + 0.101X_8 \text{ units} + 0.097X_9 \text{ units} + \text{error}$$

The model's coefficients show, when all other variables are held constant, how much a change in an independent variable affects students' behaviour. For instance, the degree of student discipline improves by 0.146 units for every one unit increase in communication behaviours. Similar to how discipline among secondary school pupils improves by 0.267 units for every unit increase in the administration of school regulations practices. It is clear that the constant coefficient has a negative unstandardized value of .342, indicating that there would be .342 units in the measure of student indiscipline if administrative procedures and educational policies in schools were completely absent.



In general, nevertheless, the model was able to accurately forecast the level of discipline among Kisumu County's public secondary school students. The model's statistical significance was determined by  $F(9, 126) = 24.053$ ,  $p.05$ , and  $R^2 = .632$ . Research demonstrates that administrative procedures and educational policies work together to significantly predict student behaviour in secondary schools. When the influence of the moderator, education policy, is taken into consideration, the administrative procedures accounted for a sizable amount of variability in secondary school students' discipline, or roughly 63.2%. These results suggest that administrative methods used within the discipline management policies in schools are a predictor of student behaviour, and this has a significant impact on student behaviour in Kisumu County.

The deployment of administrative methods under the direction of pertinent rules has led to cases of indiscipline being infrequent and dispersed, it was revealed during interviews with the school principals. An notable theme that emerged from the researcher's remarks alluded to the fact that teachers and student leadership have reduced instances of indiscipline in schools by maintaining strong monitoring, as stated in one of the statements:

*The members of the student council leaders as well as the teachers often work closely with the student population. In consequent, cases of indiscipline are detected at nascent stages before they erupt. Few indiscipline cases are therefore noticeable (SP3).*

According to the statement ascribed to SP3, individual occurrences of student discipline are uncommon in public secondary schools. Perhaps the few events reported at certain schools are the result of insufficient supervision by the teachers and student council leaders, as advocated by SP3. During interviews in their offices, the SCEOs agreed that insufficient oversight by student council leadership and

discipline-trained teachers is a contributing factor in the small number of incidences of indiscipline documented in public secondary schools. In such interviews, a frequent statement was:

*Indiscipline cases in public secondary schools are isolated and seldom follow any clear patterns in recent times. The involvement of student council leaders in management of discipline has tended to take discipline management closer to the student population hence likely causes of school disruptions are detected in time (SCEO 5).*

According to the statement of SCEO 5, there aren't many instances of indiscipline in public secondary schools. The officer credits the joint effort of the student council presidents and the discipline-minded teachers for this. According to General Systems theory (Bertalanffy, 1956), interactions between student council officers, teachers in charge of maintaining order, and the general student body appear to have controlled instances of indiscipline in public secondary schools. These "systems" have interacted to create a student population that is relatively disciplined.

Subsequent investigation of pertinent papers showed that most institutions never allow pupils to keep undesirable items during exams. Yet, there are a few isolated locations where certain students from different institutions always keep extra materials when taking exams. This frequently implies that isolated incidences of exam cheating exist within the schools.

The researcher learned from conversations with school principals that schools have implemented stringent policies that prevent pupils from engaging in actions that would allow them to bring prohibited items into exam rooms. These precautions include making sure that each student is checked before entering the exam room, checking the exam rooms to make sure that no unwelcome items have been snuck inside before the exam, and making sure that no foreigners, including students from

other classes, are permitted to enter the exam class during or right before the examination exercise begins. A noteworthy observation that came out of the discussions with the school principals was:

*During examination exercises, each student is inspected to ensure that the pockets and inner clothing are not carrying any paper, written or unwritten, into the room. Similarly, only the teacher supervising or invigilating the exam is allowed into the room (SP 1).*

According to a statement attributed to SP1, the administrative practice of screening candidates before they enter the exam room may have occasionally resulted in students bringing unapproved materials into the exam room. Similar to this, the rule prohibiting foreigners from entering the testing rooms may have lessened instances of unwelcome materials being brought into the exam rooms.

When schools are found to be cheating on national exams, SCEO interviews hinted at the existence of harsh disciplinary punishment. The principals are the exam centre managers, and they are accountable for any instances of exam cheating, according to the officers. The researcher was able to record a comment indicating this fact during the interviews:

*Any kind of exam malpractice is not tolerated by the Ministry of Education and the principals as centre managers bear the responsibility in the event of such practice. Similarly, examination invigilators are heavily penalised for any malpractice including interdiction (SCEO 2).*

From the remark ascribed to SCEO 2, it can be inferred that school principals, who serve as centre managers, and invigilators, who serve as test supervisors, are responsible for making sure that no dishonest behaviour, including bringing prohibited items into exam rooms, takes place. It is becoming clear that the procedures used by school principals and invigilators as a component of the educational system are crucial in preventing students from bringing inappropriate materials into test rooms. The broad systems theory states that spiritual components

with specific functions inside a system impact the accomplishment of the organizational goals. 2016 (Nicolescu & Petrescu). Here, the energetic efforts made by the principals and exam coordinators are highlighted. This result is consistent with a Harvard study conducted by Owunwanne et al. (2010), which revealed that students do not view asking for help from peers as cheating and that, when left alone, the rate of cheating increases significantly. Drawing on the general systems theory, the implementation of examination regulations by examination supervisors (teachers) is crucial in preventing situations like applicants asking for aid from peers during tests.

Interviews with the school principals also revealed that acts of seeking assistance from colleagues during examinations are somehow rampant, particularly if the invigilator is not strict. An outstanding comment emerging from the interviews was:

*The act of students sharing information from colleagues during examination tests is often rampant if left unchecked. In some incidents, there are students who even copy past everything from colleagues including the personal details. This is more frequent when supervision is relaxed (SP6).*

The declaration from SP6 that the atmosphere that teachers establish while giving exams is crucial for ensuring that students are not exchanging information or asking for assistance from classmates. The examination supervisor, who plays a crucial part in the school's overall system, determines if cheating by getting assistance from classmates will be commonplace. This supports a study conducted in Thailand by Darrin (2017), which discovered that enhancing the learning environment can significantly alter students' views of exam fraud.

Impersonation during exams was also confirmed by the SCEOs during interview sessions, with the assertion that this form of dishonesty is always supported by examination supervisors. An outstanding statement emerging from the interviews was:

*Impersonation during examinations is a frequent form of dishonesty which takes place in the form of persons who are not candidates seated somewhere outside of the exam room and writing the tests for the candidate. Such persons often hide in the nearby buildings probably with the knowledge of school administration (SCEO 4).*

Impersonation during exams is a disciplinary issue that is sustained with the knowledge of some dishonest supervisors, according to the statement (SCEO 4). Similar conclusions were made in a study conducted in Kenya by Adow et al. (2015), which demonstrated that carrying pre-prepared exam answers to the exam room is a common practice among secondary schools in Mandera County. Smuggling answer sheets into exam rooms is one of the most popular exam-cheating methods among secondary schools, according to Ampofo's (2020) study in Ghana.

During interviews with the sampling school principals and the sub county education officials, disruptive student behaviour such as fighting, bullying, or teasing was revealed. In an interview, it was revealed that some students frequently enjoy making fun of their peers to the point of making them feel unbearably uncomfortable:

*Bullying has tended to take different forms away from physical contact or assault. There are some groups of students who often tease their colleagues while on their own which, in extreme situations, results of cause discomfort to the victim and consequently low self-esteem (SP 7).*

The statement attributed to SP 7 illustrates that bullying done silently in the form of teasing seems to have taken root among student population in the sampled secondary schools. Perhaps due to strictness on the side of school administration and closer guidance by the student council leaders, teasing has taken over physical bullying.

Another interview with the Sub County Education Officers revealed that the presence of chosen student leaders has significantly decreased physical bullying. Because they

were elected by the people, these leaders are able to convince their subordinates to stop physically harassing or assaulting one another:

*The role played by student council leaders in reducing conflicts among students is very critical. In most cases, reduction in violence and related behaviour has been adequately checked by the ever-presence of elected student leaders in the school community (SCEO 2).*

The claim made by SCEO 2 has a tendency to infer that it is impossible to dispute the contributions made by student council officers to the facilitation of discipline among secondary school pupils. This result is consistent with that of Mboyonga (2018), who demonstrated in a study conducted in Zambia that student council leaders serve representational duties, communication purposes, and maintenance of discipline to cultivate a sense of ownership among learners. The aforementioned could lead one to believe that the student council leaders' encouragement of a sense of ownership

Additionally, the findings of the principals' and sub-county education officials' interviews revealed that there had been instances of teacher and student harassment and threats. This suggests that threats and intimidation are common among the secondary school student population in the sampled schools. According to Erena (2015) and Temitayo et al. (2013), studies conducted in Ethiopia and Zimbabwe, respectively, found that fighting and truancy were among the disruptive behaviours frequently observed among students. This finding appears to support their findings. Also, the results of the document analysis showed that pupils in some of the secondary schools in Kisumu County frequently used vulgar and abusive language. According to the research, kids rarely use abusive language; it only happens sometimes. This suggests that while some children routinely use abusive language in classrooms, some don't. Comparable results were also found in a study carried out in

Ethiopia by Erena (2015), which demonstrated that among other wrongdoings, pupils frequently call instructors names.

When asked whether children frequently break through the barrier or jump through it to enter the neighborhood during school hours, the researcher also spoke with the administrators, although the majority of them denied that some of their pupils frequently do so. This result indicates that climbing the fence is a frequent cause of disciplinary action in public secondary schools. On general student body compliance with student leadership, the administrators stated that the majority of students consistently exhibit general compliance with student leadership. The interviewees did, however, mention that there have been occasional instances of student leaders being disobeyed in some institutions. This shows that while many of the discipline masters agreed that student leaders receive the proper respect from their peers, many of the student leaders who responded to the survey felt that their peers do not show them enough obedience. This suggests that a significant portion of secondary school students disobey student leadership in general. The study thus confirms that disrespect toward peers in leadership positions, as manifested in disobedience and rudeness, is one of the behavioural issues encountered among secondary school pupils.

Regarding general property maintenance at schools, both the interviews and the document analysis revealed that while many students either always or frequently take good care of the school equipment in their hands, a sizable minority of secondary school students in Kisumu County barely do so. Additional examination of the records available in the sampled schools revealed that student theft/stealing was never a concern. This result likely to indicate that theft and other theft-related occurrences are not frequent in the tested public secondary schools. This can imply that the

students are compelled to conceal their genuine selves due to the proximity of administrative procedures. In fact, Ishak and Fin (2015) identified family variables as important predictors of indiscipline in the classroom along with children's views about school, the learning environment, and classmates. This appears to be at odds with Temitayo et al's (2013) finding that theft/stealing was one of the most significant disciplinary issues in secondary schools in Zimbabwe. The low rates of larceny and stealing among pupils in the public secondary schools under consideration may be due to the combined effect of the various administrative systems.

Further examination of student class attendance records revealed that some of the secondary schools in Kisumu County have issues with students' punctuality and irregular school or class attendance. Interviews in a similar vein revealed that while some kids in other schools demonstrated a good attitude toward learning, the opposite was true in other institutions. The situation was shown to apply to students' treatment of instructors, as it was discovered that some pupils in particular schools did not always or hardly ever treat teachers with respect.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The overview of the study's findings, conclusions, and recommendations, as well as fresh areas for more research is presented in this chapter.

#### 5.1 Summary of the Study

This study's objective was to evaluate the impact of particular administrative methods on student behaviour in public secondary schools in Kisumu County, Kenya. The study's goals included determining the influence of communication methods on students' behaviour, evaluating the impact of students' participation in decision-making on their behaviour, assessing the impact of welfare management on students' behaviour, determining the impact of administration of school rules on students' behaviour, and evaluating how education policies in public schools moderate the impact of certain administrative practices on students' behaviour.

The General Systems Theory (GST), which emphasizes interactions as the hub of relationships resulting in continuous behaviour of a single autonomous element, served as the theoretical foundation for this investigation. The environment, the social organization as a system, and human players inside the organization are the three levels of observations that are emphasized by the systems theory. GST's core principles are hierarchy of systems, control, feedback, emergence, and holism. Systems theory emphasizes the significance of viewing systems as wholes rather than as a collection of basic parts.

This study used a cross-sectional survey design and a mixed-methods approach to collect data from 682 participants from 225 public secondary schools, consisting of

225 principals, 225 disciplinary masters, and 225 student council leaders, as well as seven Sub County education officers. A sample size of 432 respondents—144 school principals, 144 discipline masters, and 144 student council leaders—was determined using Yamane's formula. Data gathering methods included a questionnaire, interview schedule, and document analysis guide. The reliability and validity of the instruments were thoroughly examined. Regressions analysis at 0.05 level of significance and cross tabulation were employed to analyse the data.

## **5.2 Summary of Study Findings**

### **5.2.1 Communication Methods and Students' Discipline**

According to the study's findings, communication at assemblies (78.2%) was the most effective method, followed by communication with teachers (77.6%), student leaders (74%) and notice boards (64.3%). These findings denote that using school assemblies and class teachers as means through which messages are passed to students is a predominant communication practice among secondary schools in the area. The results of the interviews indicated that the most practical means of communication in public schools are those that involve class teachers or topic teachers to deliver vital messages to students. Another finding from the interview was that class teachers are the best people to communicate on the administration's behalf because of the contacts they have with students in their classrooms. Analysis of the documents found written evidence of memoranda that were issued to parents directly as a follow-up to communication that was given to children directly by the school administration.

The study also discovered that among secondary school students, there was a statistically significant positive link between students' communication habits and their behaviour ( $n=268$ ,  $r=.506$ ,  $p .05$ ). Results also indicate that communication styles are a significant predictor of students' behaviour in secondary schools [ $F (1, 267) =$

46.450,  $p < .05$ ], bearing in mind that significant level ( $p$  value ) was less than the threshold of 0.05. Also, research revealed that in public secondary schools, every unit increase in communication techniques could result in a 0.284 unit improvement in students' behaviour. Nonetheless, even when communication methods are not used by the school administration, there are 2.639 units of student discipline.

The idea that communication styles have no impact on students' is disproved. There is enough data to disprove the null hypothesis ( $H_0 = 0$ ). The alternative hypothesis ( $H_1 \neq 0$ ) was then confirmed, and it was determined that there is a statistically significant relationship between communication methods and student discipline in public secondary schools.

### **5.2.2 Students' Involvement in Decision-making and Discipline**

Results demonstrated that students were highly involved in decision-making through their class representatives (DMs=51.9%; SLs=35.3%) and through student leaders (DMs=46.9; SLs=36.5%). There were no significant differences in terms of the degree of student involvement in decision-making as perceived by the discipline masters and the student council leaders.

According to interview results, judgments involving relationships with the community and social interactions among them were made more frequently by students (students). Another interview result revealed that, even as ex-officio members, student council leaders frequently participate in the election of the Board of Management.

The study further found that there was a statistically significant positive correlation between students involvement in decision making and students' discipline ( $n=268$ ,  $r=.454$ ,  $p < .05$ ) among the sampled secondary schools. This is confirmed by the

computed significant level of 0.000 which is less than the threshold of 0.5. Findings further showed that shows that student involvement in decision making accounted for 20.6% of the variation in students' discipline among the secondary school students. Moreover, student involvement in decision making was indeed a significant predictor of students' discipline among secondary school students [ $F(1, 266) = 35.049, p < .05$ ].

The study also found that there is a positive unstandardized co-efficient of 0.236 as indicated by ( $p = .000 < .05$ ). Further findings showed that every one unit improvement in student involvement in decision making could result into improvement by .236 units rise in students' discipline among the secondary school students.

The study further found sufficient evidence to reject the null hypothesis ( $\beta_2 = 0$ ) that involvement of students in decision-making has no statistical significance in students' discipline: Student involvement in decision making has statistically significant influence on students' discipline in publicsecondary schools.

### **5.2.3 Students' Welfare Management and Discipline**

Study findings showed that satisfaction with clean classrooms (DMs=53.2%; SLs=51.8%), provision of meals (DMs=50.4%; SLs=49.2%), health services (DMs=55.8%; SLs=47.8%), academic & career guidance (DMs=46.8%; SLs=49.5%), and support to learners with social challenges (DMs=41.5%; SLs=46.3%) were very highly among the sampled schools. However, cleanliness and safety of dormitories was rated highly dissatisfying (DMs=26%; SLs=32.8%). There were no significant differences between the sampled schools regarding satisfaction with the welfare

services between student leaders and discipline masters in relation with incidents of student discipline.

Interview findings also showed that showed that the need to emphasize on adequate provision of welfare services to students is often not an option. Furthermore, findings showed that adequacy in the provision of welfare are probably one significant administrative practice which can be employed to improve student discipline depending on the state in which it is provided, escalate indiscipline situations in a secondary school.

The study further found that the school administrators often see issues like timely provision of meals which are fit for consumption and safety of learners as very important. In analysing relevant documents, the researcher found the existence of schedule of meals (Menu) in all the schools as distributed to student population. Similarly, the study also found documented schedule of clean-up activities, including how and when toilets, dormitories and classrooms are cleaned.

The study also found that there was a statistically significant positive correlation between students' welfare management and students' discipline ( $n=268$ ,  $r=.261$ ,  $p=.002$ ) among the secondary schools. This is because the p value of 0.002 is less than the threshold of 0.05. It was additionally found that Students' Welfare Management accounted for 6.8% of the variation in students' discipline among the secondary school students. Similarly, the study found that that Students' Welfare Management was a significant ( $p<0.05$ ) predictor of students' discipline among secondary schools [ $F(1, 266) = 9.858$ ,  $p=.002$ ]. The study showed that for every one-unit improvement in the Students' Welfare Management there is a successive improvement in students' discipline by .109 units.

The study additionally found sufficient evidence to reject the null hypothesis that students welfare management has no statistically significant influence on students' discipline ( $\beta_3 = 0$ ). Therefore, the alternative hypothesis that Students' Welfare Management has statistically significant positive influence on students' discipline in public secondary schools ( $\beta_3 \neq 0$ ) was adopted.

#### **5.2.4 Administration of School Rules and Students' Discipline**

The study findings showed that perception of fairness of punishment by discipline masters (DMs=37.4%; SLs=50.2%), fairness of punishment by student council leaders (DMs=51.7%; SLs=43.6%), and punishment by the school principals (DMs=51.9%; SLs=43.9%) were rated as very highly effective in harnessing student discipline among the sampled schools. There were no significant differences among the sampled schools regarding fairness in the administration of school rules between student leaders and discipline masters in relation with incidents of student discipline.

Through interviews, the study found that student council leaders seldom administer punishment to those who have gone against school rules. In addition, the study found that the seriousness that drugs and substance abuse is looked at among the student population as a crime which is often carried out through established networks hence any element existing within a population of learners is considered very dangerous to the development of children worth direct expulsion. Interview findings additionally revealed that some indiscipline cases like terrorism and child trafficking are so serious that they border on international security.

The study further found that role of disciplinary committees is highly emphasized as being responsible for key decisions in matters of administration of school rules.

Findings further demonstrated that a structure is constituted in each school to manage all discipline cases in the school.

The study also found that there was a statistically significant positive correlation between Administration of School Rules and students' discipline ( $n=268$ ,  $r=.707$ ,  $p < .05$ ) among secondary school students. Administration of school rules was also found to account for 49.7% of the variation in students' discipline among the secondary school students. The study additionally found that Administration of School Rules was a significant predictor of students' discipline among secondary school students [ $F(1, 265) = 134.283$ ,  $p < .05$ ]. The study further found that every one unit improvement in the administration of school rules could lead to a subsequent improvement in students' discipline by 0.381 units. The study found sufficient evidence to reject the null hypothesis ( $\beta_4 = 0$ ) that administration of school rules has no statistical significant influence on students' discipline.

### **5.2.5 Education Policy and Students' Discipline**

The study findings reveals that policy guidelines related to corporal punishment (DMs=40.5%; SLs=26.3%), guidelines related to observation of Child's Rights (DMs=32.1%; SLs=47.7%), regulations guiding expulsion and suspension of students (DMs=29.0%; SLs=30.7%), guidelines on administration of student discipline in school (DMs=39.9%; SLs=39.9%), and other policy guidelines on management of student discipline such as those providing for learner friendly school environment, as well as those directing for student liberty and freedoms in school among others (DMs=45.0%; SLs=40.1%) were perceived to be highly moderating in the relationship between the administrative practices and student discipline among the sampled public secondary schools. These findings imply that for the particular

administrative practices to be applied for purposes of managing student discipline, perspectives of policy guidelines such those of Child's Rights, corporal punishment, and learner friendly environment among others must be considered first.

The study also found that education policies have significant ( $p=0.041<0.05$ ) moderating effect on the relationship between administrative practices and students' discipline. This implies that before any administrative practice is applied to guide student discipline or in response to student misbehaviour, existing policies such as those touching on Child's Rights, corporal punishment, or learner-friendly school environment among others, must be put into perspective.

### **5.3 Conclusions**

It is concluded that:

- i. There is moderate use of effective communication methods, through student consultative forum and subject/class teachers to the students on matters of discipline in secondary schools in Kisumu County. It is further concluded that communication methods significantly accounts for variation in student discipline in public secondary schools.
- ii. The study concludes that students are moderately involved in decision making in public secondary schools where students are occasionally given opportunity to participate in decision-making through elected leaders such as class representatives. It is also concluded that student involvement is a significant predictor of student disciplines among public secondary schools.
- iii. The study further concludes that there is high satisfaction with the provision of welfare services to students in public secondary schools such as clean



classrooms, provision of adequate meals and menu, academic & career guidance, and support to learners with social challenges.

- iv. It is additionally concluded that in most secondary schools, the administrations of school rules where students are mostly punished for the right cause, given reasonable punishments commensurate to discipline case committed, and punishments recorded in students' disciplinary files are generally effective.
- v. The study further concludes that the education policies such as those guiding Child's Rights, corporal punishment, administration of rules, learner-friendly school environment, and student liberty and freedoms in school among others highly moderate the relationship between administrative practices and student discipline in public secondary schools.

#### **5.4 Recommendations of the study**

##### **5.4.1 Communication Methods and Student Discipline**

The study found that there was moderate use of effective communication to the students on matters of discipline in secondary schools in Kisumu County. While there were regular gathering of principals and students to discuss issues of discipline, student gatherings or consultative forum and use of notice boards were occasional. It is therefore recommended that school principals should use of popular forums such as consultative forum and notice boards regularly to communicate with students since these could reach a large population of student fraternity.

The study further found out that there are frequent use of class teachers as medium of communication to students and direct communication to the students by the principals on matters of discipline. In addition, the study found that subject teachers are also occasionally used to communicate matters discipline. It was also found that the use of

non-verbal communication methods such as eye contact, facial expression, gestures and body posture among others to communicate with students is fairly low. The study therefore recommends that both class/subject teachers and school principals should continuously employ all workable communication methods to directly convey various messages pertaining to school rules to the student population

Similarly, the study also found that school principals, based on the guidance of the Ministry of Education, often listen to students' issues, with constant interactions with class teachers being helpful in matters communication on behalf of the administration. It was further found that direct communication was evident in memos directly sent to parents as follow up of communications with students. In addition, the study found that communication methods significantly accounts for variation in student discipline in public secondary schools. The study therefore recommends that direct communication by the principal to students and, depending on the message to be communicated, their parents via methods such as memos to ensure targeted recipients are reached. Such memos or communication methods should be shared with the area Ministry of Education officers (MOE) so that all stakeholders are put at par with what is being communicated.

#### **5.4.2 Students' Involvement and Discipline**

The study found that students are moderately involved in decision making in public secondary schools. In specific, it was found that student were occasionally given opportunity to participate in decision-making through elected leaders such as class representatives. In addition, the study also found that participation in decision-making, either through referendum or departments, by teams selected by student council leaders was low. The study therefore recommends that the school board (BoM) should ensure that students' participation in decision-making through popular

forums like referendum or student consultative forum implemented by each school to make them (students) gain ownership of decisions made by the school.

The study further found that student participation through written expression and decision making in classroom management as well as resource allocation is low. The study also found that student council leaders are often involved during election of Board of Management albeit as ex-officio members. Based on these findings, the study recommends that school principals should ensure that all methods of communication from students including written expressions, possibly through suggestion boxes, are employed to enhance their decision-making in areas like classroom management and resource allocation.

The study similarly found that the relationship between student involvement in decision making and student discipline was positive and statistically significant. Student involvement was found to be a significant predictor of student disciplines among public secondary schools. Therefore, the study recommends that the principals, class/subject teachers and discipline masters should use diverse and appropriate approaches of involving students in decision-making processes so as to rope in their (students) confidence in matters concerning administration practices and discipline.

#### **5.4.3 Students' Welfare Management and Discipline**

The study found that provision of welfare needs to students in public secondary schools was frequently performed by all school administrations. It was specifically concluded that promptness in response to ill health of the students, provision of adequate medical treatment, provision of adequate meal and menu, provision of hygiene environment (school compounds) are sufficiently provided. The study therefore recommends that the MOE in collaboration with school BoM should

develop more innovative approaches aimed at enhancing provision of welfare services to student in public secondary schools.

It was additionally found that provision of safe dormitories and classrooms were provided by the secondary schools. The study similarly found that adequate trained guidance and counselling staffs, monitoring of student attendance and strategies for improving unsatisfactory attendance and provisions of programs in the schools met the personal, social and learning needs of the students are available in the public schools. Therefore, it is recommended that the Ministry of Education (MOE) should train more teachers in counseling and guidance to help students overcome psychological problems that may escalate indiscipline cases in the school.

#### **5.4.4 Administration of School Rules and Students' Discipline**

The study found that in most secondary schools, the administrations of school rules were generally effective, with students mostly punished for the right cause and most punishments recorded in students' disciplinary files. It was further found that students are given reasonable punishments commensurate to discipline case committed, punishments which are fully served by the students. The study therefore recommends that the Principals, discipline masters, and class/subject teachers should communicate all forms of punishment and the related offences effectively to all stakeholders such as teachers, students as well as parents.

The study similarly found out that student leaders seldom administer discipline to fellow students, but occasionally participate in devising classroom/school expectations together with class teachers, such as academic achievement targets. The study therefore recommends that the student council leaders should be allowed to participate in devising most of school activities including extra curriculum activities.

It was additionally found that disciplinary committees were responsible for key decisions in matters of administration of school rules, and such structures (committees) were constituted in each public school to manage discipline cases. The study therefore recommends that the school boards (BOM) should include student representatives in the disciplinary committees to ensure that decisions made in this structure is unanimously acceptable by the student population.

#### **5.4.5 Education Policy and Students' Discipline**

The study found that the education policies put in place are fairly favourable to students' discipline in public secondary schools. It is specifically found that, although corporal punishment has not been abolished in all schools, all discipline methods are consistent to the child's human dignity and rights where students were given opportunity for fair hearing before discipline measures were taken and the school BoM meet to listen to serious cases of student discipline and recommend actions. The study therefore recommends that the school board should abolish all forms of corporal punishment and alternative approaches like counseling and guidance be employed so as to respects the students' rights.

Further, the researcher found that 100% transition policy was not being practiced in all schools while teaching occasionally took place beyond the government stipulated times, more so owing to high student population as a result of free/subsidized secondary education. The study therefore recommends that the Ministry of Education should allocate more financial resources for recruitment of more teachers so as to attain appropriate students- teacher ratio.

#### **5.5 Recommendations for Further Research**

The study found that there was moderate use of effective communication to the students on matters of discipline in secondary schools in Kisumu County. While there

were regular gathering of principals and students to discuss issues of discipline, student gatherings (consultative forum) and use of notice boards were occasional. The researcher recommends that further research be done on the effectiveness of open consultative forums form of communication on discipline management among public secondary schools.

The study found that students are moderately involved in decision making in public secondary schools. In specific, it was found that those students were occasionally given opportunity to participate in decision-making through elected leaders such as class representatives. In addition, the study also found that participation in decision-making, either through referendum or departments, by teams selected by student council leaders was low. The study therefore recommends that further research be conducted on the influence of participation of student representatives in decision-making through referendum on students' discipline in public secondary schools.

The study found that provision of welfare needs to students in public secondary schools was frequently performed by all school administrations. It was specifically found that promptness in response to ill health of the students, provision of adequate medical treatment, provision of adequate meal and menu, provision of hygiene environment (school compounds) are sufficiently provided. The study therefore recommends that further research be done on the effect of healthcare needs provision on students' discipline management in public secondary schools.

The study found that in most secondary schools, the administrations of school rules were generally effective, with students mostly punished for the right cause and most punishments recorded in students' disciplinary files. It was further found that students are given reasonable punishments commensurate to discipline case committed, punishments which are fully served by the students. The study therefore recommends

that further research be done on the effect of effective forms of punishment and the related offences on students' discipline in public secondary schools.

The study found that the education policies put in place are fairly favourable to students' discipline in public secondary schools. It was specifically found that policy abolishing corporal punishment has not been fully implemented in all schools, although all discipline methods are in line with the child's human dignity and rights where students were given opportunity for fair hearing before discipline measures were taken and the school BoM meet to listen to serious cases of student discipline and recommend actions. The study therefore recommends that further research be done on the role of school BoMs in management of student discipline in post-corporal punishment period in public secondary schools.

## REFERENCES

- Acharya, S.L. (2015). Student Participation in University Governance: *A Comparative Study between Tribhuvan University and Kathmandu University, Nepal*.  
Unpublished project submitted to University of Nepal
- Adow, I.M., Alio, A.A. & Thinguri, R. (2015). An assessment of the management of KCSE examination and its influence on irregularities among students: A case of secondary schools in Mandera County, Kenya. *Journal of Education and Practice*, 6 (28), 15 – 22.
- Afful-Broni, A. (2012). Conflict Management in Ghanaian Schools: A Case Study of the Role of Leadership of Winneba Senior High School. *International Journal of Educational Planning & Administration*, 2 (2), 65-76.
- Aggarwal, R. and Ranganathan, P. (2019). Study designs: Part 2 – Descriptive studies. *Perspectives of Clinical Research*, 10, 34-6.
- Aila, F., & Ombok, B. (2015). Validating measures in business research: practical implications. *International Science and Engineering*, 1(9), 11-19.
- Akhtar, I. (2016). Research design. *Research in Social Science: Interdisciplinary Perspectives*. Available at:  
<https://www.researchgate.net/publication/308915548>.



- Al Hajar, R. K. (2016). *The Effectiveness of School Principal Communication on Teacher Job Satisfaction*. Unpublished Thesis submitted to the United Arab Emirates University (UAEU).
- Ali, A.A., Dada, I.T., Isiaka, G.A. & Salmon, S.A. (2014). Types, causes and management of indiscipline Acts among secondary school students in Shomolu Local Government area of Lagos State. *Journal of Studies in Social Sciences*, 8 (2), 254-287.
- Akpan, C. P and Onabe, D. B. (2016). Management of students' personnel services and sustainable secondary education in Calabar education zone of cross river state, Nigeria. *Global Journal of Human Resource Management*, 4 (3), 16-26.
- Amit, R. A. (2019). Assessment of student welfare programs in the State Universities and Colleges of Samar Island. *International Journal of Trend in Scientific Research and Development*, 3(3), 832-836
- Ampofo, J.A. (2020). Causes and effects of examination malpractices among junior high school students in new Edubiase. *International Journal of Management & Entrepreneurship Research*, 2 (7), 492-511.
- Andrea, B. Y. & Leandry, L. (2021). Controlling students' indiscipline in changing environment: Secondary school teachers' perspectives in Morogoro Municipality –Tanzania. *International Journal of Education and Research*, 9(10), 83 – 94.
- Arigbo, P. O. & Adeogun, T. F. (2018). Effect of punishment on students' academic performance: An empirical study of secondary school students in Ikwuano,

- Abia State, Nigeria. *International Journal of Applied Research and Technology*. 7(10): 52 – 58.
- Ärlestig, H. (2008). *Communication between Principals and Teachers in Successful Schools*. Pedagogiskainstitution, Umeåuniversitet.
- Arsenijeviae, M., Andevski, J. and Jockov, B. (2017). Leadership Characteristics of Employees in School Systems in the Republic of Croatia and the Republic of Serbia. *Croatian Journal of Education*, 14(4), 881-915.
- Astivia, O. L. O. and Zumbo, B. D. (2019). Heteroskedasticity in multiple regression analysis: What it is, how to detect it and how to solve it with applications in R and SPSS. *Practical Assessment, Research & Evaluation*, 24(1), 2 – 16.
- Bambaeeroo, F. and Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism*, 5(2), 51-59.
- Bell, L. (1988). *Management Skills in Primary Schools London*: Routledge.
- Bertalanffy, L.V. (1956). *General system theory: Essays on its foundation and Development*, rev. ed. New York: George Braziller.
- Bozkuş, K. (2014). School as a Social system. *Sakarya University Journal of Education*, 4(1), 49-61.
- Braun, V. and Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

- Carey, P. (2015). Student engagement and the threat of consumerism: testing assumptions. *International Journal of Advancement in Education and social Sciences*, 3 (1), 1-7.
- Castillo-Montoya, M. (2016). Preparing for Interview Research: The Interview Protocol Refinement Framework. *The Qualitative Report*, 21(5), 811-831. <https://doi.org/10.46743/2160-3715/2016.2337>.
- Chen, Y. (2016). Spatial autocorrelation approaches to testing residuals from least squares regression. *PLoS ONE*, 11(1), e0146865. doi:10.1371/journal.pone.0146865.
- Chikweru, E.A. (2013). Development of teachers' academic performance in secondary schools in Etche local government area, rivers state of Nigeria. *Singaporean Journal of business economics, and management studies*, .2, (4), 17 -33.
- Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(3), 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Crawshaw, M. (2015). Secondary school teachers' perceptions of student misbehaviour: A review of international research, 1983 to 2013. *Australian Journal of Education*, 59(3), 293–311.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches 4<sup>th</sup> Ed.* SAGE Publications Asia-Pacific Pte. Ltd.
- Creswell, J. W. (2015). *A concise Introduction to Mixed Methods Research.* Sage Publications Ltd.

- Creswell, J. W. (2016). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*.
- Creswell, J. W., & Clark, P. V. L. (2018). *Designing and Conducting Mixed Methods Research (3rd ed.)*. Sage Publications
- Cvetkovic-Vega, A., Maguiña, J. L., Soto, A., Lama-Valdivia, J. and López, L. E. C. (2021). Cross-sectional studies. *Rev. Fac. Med. Hum.* 21(1), 164-170. DOI 10.25176/RFMH.v21i1.3069.
- Darrin, T. (2017). Factors that explain academic dishonesty among university students in Thailand. *Ethics & Behaviour*, 27(2), 140-154.
- Dikko, M. (2016). Establishing construct validity and reliability: Pilot testing of a qualitative interview for research in Takaful (Islamic Insurance). *The Qualitative Report*, 21(3), 521-528.
- Erena, T.M. (2015). *Students' disciplinary problems in one government and three private preparatory schools of Addis Ketema Sub-city of Addis Ababa city administration* [Unpublished MA thesis]. Addis Ababa University, Addis Ababa.
- Fakruddin, M., Mannan, K. S. B., Chowdhury, A., Mazumdar, R. M., Hossain, M. N. & Afroz, H. (2013). Research involving human subjects- ethical perspective. *Bangladesh Journal of Bioethics*, 4(2), 41-48.
- Fuster, D. (2019). Qualitative Research: Hermeneutical Phenomenological Method. *Propósitos y Representaciones*, 7(1), 201-229. Doi: <http://dx.doi.org/10.20511/pyr2019.v7n1.267>

- Gall, M., Gall, J. & Borg, W. (2007). *Educational research: An introduction (8th edition)*. New York: Longman.
- Gissane, C. (2016). Is the data normally distributed? *Physiotherapy Practice and Research*, 37 (2016), 57–60.
- Gruber, N. (2020). *School Discipline across Countries: Theory, Measurement and Effect*. MPRA Paper No. 102733. Available at: <https://mpra.ub.uni-muenchen.de/102733/>
- Gunawan, J. (2015). Ensuring Trustworthiness in Qualitative Research. *Belitung Nursing Journal*, 1, 10-11.
- Gura, E.O. (2015). *The effects of Kenya's subsidized secondary education program on access, retention, equity and quality: A case study of Nyakach sub - County, Kisumu County, Kenya*. Unpublished project submitted to Kenyatta University.
- Habaci, İ. (2013). Communication and speech factors in effective educational administration. In A. Kılınç & A. Şahin (Eds.), *Speech training* (pp. 265-275). Ankara: Pegem Akademi.
- Habaci, I., Celik, E. E., Habaci, M., Adigüzelli, F. & Kurt, S. (2013). Effective Communication in Educational Administration. *US-China Education Review*, 3(9), 690-702
- Heale, R. & Twycross, A. (2015). Validity and Reliability in Quantitative Studies. *Evidence Based Nursing*, 18(4), 66-67.

- Heck, R.H. & Hallinger, P. (2014). Modeling the longitudinal effects of school leadership on teaching and learning. *Journal of Educational Administration*, 52 (5), 653-681.
- Howell, D. C. (2007). *Statistical methods for psychology (6th ed.)*. Belmont, CA:
- Ige, A. M. (2019). Factors influencing disciplinary committee effectiveness: The case of public secondary schools in Ondo State, Nigeria. *Journal of Research Initiatives*, 4 (3). Available at:  
<https://digitalcommons.uncfsu.edu/jri/vol4/iss3/3>
- Ishak, Z. & Fin, L.S. (2015). Factors contributing to truancy among students: A correlation between predictors. *British Journal of Education, Society & Behavioural Science*, 9(1), 33-39.
- Ismail, R., Gaffar, S. B., Jasruddin, M. D. and Ahmad, M. A. (2018). Testing of normal multivariate and homoscedasticity of variance-covariance on learning achievement and credits that have been granted. *Journal of Research & Method in Education*, 8(5), 06-10.
- Israel, G.D. (2013). *Determining Sample Size*. Institute of Food and Agricultural Sciences (IFAS), University of Florida, PEOD-6, 1-5.
- Jamshidian, M. and Jalal, S. (2010). Tests of homoscedasticity, normality, and missing completely at random for incomplete multivariate data. *Psychometrika*, 75(4), 649–674. doi:10.1007/s11336-010-9175-3.

- Kaberia E. L. & Ndiku J. M. (2012). The free education policy in Kenya: A critique. *International Journal of Education Administration and Policy Studies*, 4(1), 1-5.
- 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*. Unpublished thesis submitted to Kenyatta University.
- Kalina, J. (2013). *Autocorrelated residuals of robust regression*. The 7th International Days of Statistics and Economics, Prague, September 19-21. P 551 – 560.
- Kamau, I.R. (2013). *Influence of child's rights awareness on students' performance in Gatundu North District, Kiambu County, Kenya*. Unpublished Master of Education project submitted to the University of Nairobi
- Kapueja, I.S. (2014). *Discipline in schooling: A study of rural secondary schools in Kwazulu-Natal*. Unpublished Doctoral Dissertation submitted to University of Zululand.
- Kara, A. M., Tanui, E. K. & Kalai, J.M. (2016). Quality of Academic Resources and Students' Satisfaction in Public Universities in Kenya. *International Journal of Learning, Teaching and Educational Research*, 15 (10), 130-146.
- Kassa, Z.T. (2016). *Factors affecting the participation of students in extracurricular activities in bole sub-city of Addis Ababa region*. Unpublished thesis submitted to Addis Ababa University.
- Katua, E. K., Mulwa, J. K. & Mungai, A. G. (2019). Influence of principals' communication strategies on students' discipline in public secondary

schools in Kenya. *International Journal of Education and Research*, 7(2), 197 – 206.

Keiyoro, P.N., Gichovi, G.M & Ngunjiri, J.W. (2016). Influence of the School's Leadership on Integration of Information and Communication Technology in Teaching and Learning Process in Secondary Schools in Kirinyaga County; Kenya. *International Journal of Education and Human Developments*, 2 (2), 12 – 22.

Khatun, N. (2021). Applications of normality test in statistical analysis. *Open Journal of Statistics*, 11, 113-122.

Kimani, G. N., Kara, A. M. & Ogetange, T. B. (2012). Teachers and pupils views on persistent use of corporal punishment in managing discipline in primary schools in Starehe Division, Kenya. *International Journal of Humanities and Social Science*, 2 (19), 268 – 275.

Kindiki, J.N. (2009). Effectiveness of communication on students discipline in secondary schools in Kenya. *Educational Research and Review*, 4 (5), 252-259.

Kindiki, J.N. (2015). Investigating policy implications for the abolition of corporal punishment in secondary schools in Kenya. *International journal of educational administration and policy studies*, 7 (3), 72 – 82.

King'ori, C. M. (2012). *Influence of principals' leadership styles on students' discipline in Tetu district, Kenya*. Unpublished master's project submitted to University of Nairobi.



- Kiprop, C. (2012). Principal's leadership practices in the management of discipline in public secondary schools in Kenya in the post-caning era. *International Journal of Research in Management*, 6 (6), 17 – 32.
- Kivunja, C. (2018). Distinguishing between Theory, Theoretical Framework, and Conceptual Framework: A systematic review of lessons from the field. *International Journal of Higher Education*, 7(6), 44 – 53.
- Koskey S. J. (2018). *Influence of child friendly school model on learning environment in day public primary schools in Nandi north sub-county, Kenya*. Unpublished dissertation submitted to Eldoret University.
- Krystelia, A. I. & Juwono, I. D. (2016). Communication problems among principal, vice principals, and teachers in an Indonesian secondary school. *Journal of Education and Social Sciences*, 4 (June), 324 – 330.
- Kurniawan, J. Effendi, Z. M. and Dwita, S. (2018). The effect of school environment, family environment and learning motivation on students' learning performance. *Advances in Economics, Business and Management Research*, 57, 571 – 576.
- Lee, R.L.T. (2011). The role of school nurses in delivering accessible health services for primary and secondary school students in Hong Kong. *Journal of Clinical Nursing*, 20(19-20), 2968–2977.
- Leech, N, & Onwuegbuzie, A. (2008). A typology of mixed methods research designs, *Quality and Quantity*, 43(2), March, pp. 265-275

- Lewis, R., Romi, S., Katz, Y.J. and Qui, X. (2007). Students' reaction to classroom discipline in Australia, Israel, and China. *Teaching and Teacher Education*, 24 (2008), 715–724.
- Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. *Sage*, 85, 90062-90068  
<https://doi.org/10.1016/0147-1767>
- Luvega, S. (2016, Friday May 28). Sodomy rocks religious Maseno School. *The Standards Newspaper*. Standard Media House, Kenya.
- Luyando, H.W. (2015). *An exploration of factors affecting provision of guidance and counselling services in inclusive secondary schools in southern and Lusaka provinces, Zambia*. Unpublished masters project submitted to the University of Zambia.
- Macharia, L.T. & Thinguri, R. (2017). A critical analysis of stakeholders' interrelation and students' discipline in Kenyan schools. *European Journal of Education Studies*, 3(1), 18- 30.
- Makewa, L.N., Nyambossibe, M. & Kinuthia, B. (2017). Teacher Perception on the Ban of Corporal Punishment in Secondary Schools. *Saudi J. Humanities Soc. Sci.*, 2 (4), 299-307.
- Maore, N. M. (2014). *Influence of head teachers' student management principles on students' well-being in secondary schools in Kisii south district, Kenya*. Unpublished masters report submitted to University of Nairobi.
- Marshall, J.H. (2020). *Administrators' conceptions of corporal punishment on elementary school students*. PhD dissertation submitted to Walden University.

- Matula, P.D., Kyalo, D.N., Mulwa, A.S. & Gichuhi, L.W. (2018). *Academic Research Proposal Writing*. Nairobi. ARTP Services.
- Marks, M H., Bryant,M.H, Brooks, M.I., Bukuluki,P., Muhangi, D., Lugalla, J.& Kwesigabo, G. (2000). The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda. *Public Health. Public Health*<http://dx.doi.org/10.1155/2013/518328>.
- Matula, P. D., Kyalo, D. N., Mulwa, A. S. and Gichuhi, L. W. (2018). *Academic Research Proposal Writing: Principles, Concepts and Structures*. Nairobi: Acts Press.
- Mboyonga, E. (2018). The role of student representative councils in curbing students' riots in selected secondary schools of Chipata District, Zambia. *International Journal of Humanities Social Sciences and Education*, 5 (3), 36-43.
- Ministry of Education (2008). *Safety Standards Manual for Schools*, Nairobi: Ministry of Education No. G911/169 (2001). Health and Safety Standards in Educational Institutions: Nairobi.
- Ministry of Education (2009). *Child Friendly Schools*. Infrastructure Standards and Guidelines. Nairobi: Government Printer.
- Mithans, M., Grmek, M. I. & Čagran, B. (2017). Participation in decision-making in class: Opportunities and student attitudes in Austria and Slovenia. *C E P S*, 7 (4), 165 – 184.

- Mitra, S. (2009). Student support services in open schooling: a case study of students' needs and satisfaction in India. *The Journal of Open, Distance and e-Learning*, 24 (3), 255 – 265.
- Moenikiaa, M. and Farajollahia, M (2010). The study of relation between students support services and distance students' academic achievement. *Procedia Social and Behavioural Sciences* 2 (2010) 4451–4456.
- Mohajan, H. (2017). Two criteria for good measurements in research: validity and reliability. *Annals of Spiru Haret University. Economic Series*, 17(4), 59-82.
- Mugume, T & Luescher, T.M. (2015). The politics of student housing: Student activism and representation in the determination of the user-price of a public–private partnership residence on a public university campus in South Africa. *Journal of Student Affairs in Africa*, 3(1), 1–17.
- Mull, M. (2020). *The influence of school principals' communications styles on experienced teachers' job satisfaction*. Unpublished Doctoral dissertation submitted to Ashford University.
- Mulwa, D. & Maiyo, J. (2010). Participatory decision making in secondary schools: case of students' involvement in Mwala Division, Kenya. *Problems of education in the 21st century*, 21, 120 – 132.
- Mulwa, J. K. (2014). *Effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya*. Unpublished dissertation submitted to the University of Nairobi.

- Murage, L.M., Mwaruvie, J. & Njoka, J (2017). Influence of Student Councils on Management of Discipline in Secondary Schools in Kirinyaga East District, Kenya. *Journal of Humanities and Social Science*, 22 (7), 52-63
- Musau, L. M. & Okoth, U. (2017). Impact of students' exposure to electronic media facilities in their homes on parental involvement in management of students' discipline in public day secondary schools in Kenya. *European Scientific Journal*, 13(31), 202 – 221.
- Mushonga, L.T., Ndlovu, T.Q., Ngxabani, V., Rumbu, S. & Maphumulo, Z.E. (2017). *Student satisfaction of welfare services at institutions of higher learning in South Africa: A case study of the University of Fort Hare*. Unpublished project submitted to the University of Fort Hare.
- Mwangeka, R. M. (2020). *Application of system's theory in education*. Available at: DOI: 10.13140/RG.2.2.22063.07844; <https://www.researchgate.net/publication/338841849>
- Nakpodia, E.D. (2006). *Educational Administration: A New Approach (2<sup>nd</sup> Edition)*, Warri: Jonokase Publishers, 181-215.
- Mwangi, B.M. & Kirimi, C. (2023). To examine the prevalence of student indiscipline's cases in public secondary school in Westlands Sub County, Kenya. *Journal of Humanities and Social Science*, 28(2), 59-68.
- Nakpodia, E.D. (2010). The influence of communication on administration of secondary schools in Delta State, Nigeria. *International NGO Journal*, 5(8), 194-198.
- Nandeke, E., Chumba, S. K. and Kiprop, C. (2017). Rethinking of public secondary schools discipline in Kenya. *European Scientific Journal*, 13(19), 156 – 167.

- Nanjundeswaraswamy, T. S. & Divakar, S. (2021). Determination of sample size and sampling methods in applied research. *Proceedings on engineering sciences*, 3 (1) 25 – 32.
- Naong, M. (2007). The impact of the abolition of corporal punishment on teacher morale: 1994– 2004. *South African Journal of Education*, 27(2)283–300.
- Nawi, A.M., Roslan, D., Idris, I.B. & Hod, R. (2017). Bullying and truancy: Predictors to sexual practices among school-going adolescents in Malaysia – A cross sectional study. *Med J Malaysia*, 72 (5), 298 – 305.
- Ndibalema, P. (2013). Perceptions about bullying behaviour in secondary schools in Tanzania: The case of Dodoma Municipality. *International Journal of Education and Research*, 1 (5), 1 – 15.
- Nicolescu, B.N. and Petrescu, T.C. (2016). *About the systems theory in the field of education sciences*. Education World 2016. 7<sup>th</sup> International Conference: <http://dx.doi.org/10.15405/epsbs.2017.05.02.21>
- Ntakana, H.N. (2011). *The effectiveness of student support programmes at a tertiary institution: a case study of Walter Sisulu University*. Unpublished master thesis submitted to the University of Zululand.
- Nunnally, J.C. (1978). *Psychometric theory* (2<sup>nd</sup> Ed). NY, USA. MC-Graw Hill.
- Nurkolis, M. & Sulisworo, D. (2018). School effectiveness policy in the context of education decentralization. *Journal of Education and Learning (EduLearn)*, 12(2), 244 – 252.

- Nwite, O. & Nwuche, R. A. (2016). Evaluation of students' personnel services in colleges of education in Nigeria. *British Journal of Education*, 4 (7), 82-98.
- Nyakan, B. A. (2021). Influence of Principals' Management Competencies on Students' Discipline in Public Secondary Schools in Homa Bay County, Kenya. *International Journal of New Technology and Research*, 7(7), 01-07
- Nzioki, L. M. (2015). *Influence of student councils' involvement in management in public primary schools in Kangundo Sub County, Kenya*. Unpublished project submitted to University of Nairobi.
- Obilor, E. I. (2020). Teacher factors influencing students' academic performance in public secondary schools in Rivers State. *International Academy Journal of Educational Technology and Research*, 7(2), 28 – 41.
- Ofonime, J. (2012). Ethical Considerations of Human Research. *Novel Science International Journal of Medical Science*, 1(11-12), 304-307.
- Ogweno, J. O., Kalai, J. & Okoth, U. (2016). Determining the influence of the principals' use of participatory decision making on the status of students' discipline in secondary schools in Kiambu County. *International Journal of Social Science and Economic Research*, 1(7), 841 – 861.
- Omemu, F. (2017). Relationship between principals' administrative strategies and student disciplinary problems in secondary school, Bayelsa State, Nigeria. *Journal of Education and Practice* 8(5), 100 – 104.
- Oni, A.A & Adetoro, J.A. (2015). The effectiveness of student involvement in decision making and university leadership: A comparative analysis of 12

- universities in South-west Nigeria. *Journal of Student Affairs in Africa*, 3(1), 65–81.
- Onyango, D. O. (2017). *Influence of physical punishment and mental harassment ban on student discipline in public secondary schools in Ugenya, Gem and Siaya Sub-Counties, Kenya*. Unpublished PhD dissertation submitted to Maseno University.
- Onyango, P.A., Aloka, P.A.& Raburu, P. (2018). Effectiveness of Guidance and Counselling in the Management of Student Behaviour in Public Secondary Schools in Kenya. *International Journal of Applied Psychology*, 8(1): 6-11.
- Osher, D., Kelly, D., Tolani-Brown, N., Shors, L., & C. Chen. (2009). *UNICEF Child Friendly Schools Programming: Global assessment final report*. Washington, D.C.: American Institutes for Research.
- Osler, A. (2015). Children's rights, responsibilities and understandings of school discipline. *Research Papers in Education*, 15 (1), 49-67.
- Owenga, J.T.O., Aloka, P.J.O. & Raburu, P.A. (2018). Examination cheating among Kenyan secondary school students. *Academic Journal of Interdisciplinary Studies*, 7(1), 73 – 82.
- Owunwanne, D., Rustagi, N. & Dada, R. (2010). Students' perceptions of cheating and plagiarism in higher institutions. *Journal of College Teaching & Learning*, 7 (11), 59 – 68.
- Oyieyo, D. M. (2012). *Influence of guidance and counselling on students 'discipline in public secondary schools in Kabondo Division, Kenya*. Unpublished Master of Education project report submitted to the University of Nairobi.



- Andrea, B. Y. & Leandry, L. (2021). Controlling students' indiscipline in changing environment: Secondary school teachers' perspectives in Morogoro Municipality –Tanzania. *International Journal of Education and Research*, 9(10), 83 – 94.
- Pereira, F., Mouraz, A., & Figueiredo, C. (2014). Student participation in school life: The “Student Voice” and mitigated democracy. *Croatian Journal of Education*, 16(4), 935–975.
- Phuntsho, S. (2021). Discipline management in urban middle secondary schools: Principals, Counsellors', Students and Parents perceptions. *Journal of Education, Society and Behavioural Science*, 34(2), 11-19. PISA (2021). *Education in Eastern Europe and Central Asia: Findings from PISA*. Paris: OECD.
- Porter, T. and Córdoba, J. (2009). Three views of systems theories and their implications for sustainability education. *Journal of Management Education*, 33 (3), 323-347.
- Ramharia, I. (2006). Facilitating conflict in M. Goldman (Ed.), *Facilitating with ease! Sarasota, FL: Participative Dynamics*, 83-108.
- Ravitch, S. M. & Riggan, M. (2017). *Reason & Rigor: How Conceptual Frameworks Guide Research, 2nd Edition*. Thousand Oaks. CA, SAGE.
- Razali, N. M., & Wah, Y.B. (2011). Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests. *Journal of Statistical Modeling and Analytics*, 2 (1), 21-33.
- Republic of Kenya (2001). *Children's Act 8 of 2001*. Nairobi: government printers.

- Republic of Kenya (2001). *Report of the Task Force on Students Discipline and Unrest in secondary schools*. Nairobi: Jomo Kenyatta Foundation.
- Republic of Kenya (2013). *The basic Education Act. No.14 of 20013*. Government Printers.
- Roberts, R. E. (2020). Qualitative interview questions: Guidance for novice researchers. *The Qualitative Report*, 25(9), 3185-3203.  
<https://doi.org/10.46743/2160-3715/2020.4640>
- Royer-Carenzi, M. and Didier, G. (2019). Testing for correlation between traits under directional evolution. doi: <https://doi.org/10.1101/566349>.
- Sayagie, G. (2016). *Students say why they have been torching dorms*, Daily Nation. Friday July 29. 2016.
- Sadik, F. (2017). Children and discipline: Investigating secondary school students' perception of discipline through metaphors. *European Journal of Educational Research*, 7(1), 31 - 45.
- Scarlett. W. G. (2015). *Encyclopaedia of Classroom Management*. The SAGE.
- Scott, J., Moses, M.S., Finnigan, K.S., Trujillo, T., & Jackson, D.D. (2017). *Law and order in school and society: How Discipline and Policing Policies Harm Students of Colour, and What We Can Do About It*. Boulder, CO: National Education Policy Centre. Retrieved [date] from <http://nepc.colorado.edu/publication/law-and-order>.
- Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian J Dermatol*, 61, 261-4.

- Shaikhmag, N. & Assan, T.E.B. (2014). The effects of abolishing corporal punishment on learner behaviour in South African high schools. *Mediterranean Journal of Social Sciences*, 3 (7), 435 – 442.
- Shapiro, S.S., & Wilk, M.B. (1965). An Analysis of Variance Test for normality. *Biometrika*, 52 (3/4), 591-611.
- Shrivastava, S.K. (2017). Promotion of moral values through education. *International Journal of Research in Social Sciences*, 7 (6), 103 – 109.
- Simatwa, E.M.W (2012) Management of student discipline in Secondary schools in Kenya. A case Study of Bungoma County; *Educational Research* 3 (2) 172-189.
- Stahl, N. A. and King, J. R. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. *Journal of developmental education*, 44(1), 26 – 28.
- Starovoytova, D. and Namango, S. (2016). Factors Affecting Cheating-Behavior at Undergraduate-Engineering. *Journal of Education and Practice*, 7(31), 66 – 82.
- Sun, R.C.F. & Shek, D.T.L. (2012). Student classroom misbehaviour: An exploratory study based on teachers' perceptions. *The Scientific World Journal*, 2012, doi:10.1100/2012/208907.
- Saunders, M., Lewis, P. & Thornhill, A. (2012). *Research Methods for Business Students* 9<sup>th</sup> ed). London: Prentice Hall.

- Starovoytova, D. and Namango, S. (2016). Factors Affecting Cheating-Behavior at Undergraduate-Engineering. *Journal of Education and Practice*, 7(31), 66 – 82
- Suleman, Q., Hussain, I.,& Kayani, A. (2017).Factors contributing to truancy among secondary school students in Karak District, Pakistan. *Journal of Education and Practice*, 8(25). Retrieved from <https://www.researchgate.net/publication/320234822>.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics (5th ed.)*. Boston: Allyn and Bacon.
- Taherdoost, H. (2016). How to Design and Create an Effective Survey/Questionnaire; A Step by Step Guide. *International Journal of Advance Research in Management*, 5(4), 37-41.
- Tallam, E. K., Tikoko, B. J, Sigei, J. & Chesaro, D. K. (2015). Contribution of school disciplinary committee to the management of students' discipline in public secondary schools in Rongai district, Nakuru County, Kenya. *Educational Research*, 6(5), 109 -112.
- Tanaka, J. (2014). Students Thinking Critically About What They Read on the Internet. *The word*, 23(2), 11-13.  
<https://hawaiiitesol.org/news/newsletter/newsletter-archive/>
- Temitayo, O., Nayaya, M. A. & Lukman, A. A. (2013). Management of disciplinary problems in secondary schools: Jalingo Metropolis in focus. *Global Journal of Human Social Science, Linguistics and Education*, 13(14), 7-19.

- Terrell, S. (2011). Mixed-methods research methodologies. *The Qualitative Report*, 17(1), 254-280
- Thomson, W. & Grissom, R. J. (2000). Heterogeneity of variance in clinical data. *Journal of Consulting and Clinical Psychology*, 68, 155-165.
- Tikoko, J. B., Kiprop, C. & Bomett, E. (2011). The nature of student participation in decision making in secondary schools in Kenya. *International Journal of Current Research*, 3 (10), 186-193.
- Tyler, E. D. (2016). Communication behaviors of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts. *Creighton Journal of Interdisciplinary Leadership*, 2(2), 2 – 16.
- Umeogu, B & Ojiakor, I (2014). The Internet Communication and the Moral Degradation of the Nigerian Youth. *International Journal of Computer and Information Technology*, 03 (02), 450 – 463.
- United Nations. (2009). Committee on the Rights of the Child *General Comment No. 12: The right of the child to be heard*. Geneva: United Nations.
- UN Newsletter (2011). Mombasa Retreat Heralds New Year of Collective work for United Nations Country Team. Nairobi: UNCT Publication.
- UNICEF (2009) Child Friendly Schools Manual Available At: <http://www.unicef.org/education>.
- UNESCO (2015). *EFA global monitoring report 2015, Education for all 2000-2015: Achievements and challenges*. Paris, France: UNESCO.

- United Nations Human Rights. (1989).Convention on the Rights of the Child. Pdf.  
Retrieved on 14<sup>th</sup> May 2020. CESCR General Comment No. 13: The right to education (art. 13 of the Covenant) (1999).
- Uzoka, N.R. and Njoku, U. (2015). Environmental Factors Influencing the Moral Behaviour of Secondary School Students in Imo State, Nigeria. *Rural Environment, Education and Personality*, 15(16), 378 – 384.
- Veugelers, W. (2008).*Moral discipline in teacher education*. Paper Presented at the 1st Symposium on Moral and Democratic Education, 24 - 27 August 2008, Florina, Greece.
- Wambua, P., Okoth, U. & Kalai, J. M. (2017). Influence of principals' involvement of students in decision making on discipline in secondary schools, Kenya. *European Scientific Journal*, 13(22), 227 – 240.
- White, D. R. (2004). A Student's Guide to Statistics for Analysis of Cross Tabulations. *World Cultures*, 14(2), 179-193.
- Yang, K., Tu, J. & Chen, T. (2019). Homoscedasticity: an overlooked critical assumption for linear regression. *General Psychiatry*, 32: e100148.  
doi:10.1136/gpsych-2019-100148
- Yao, J., You, and Zhu, J. (2020). Principal–Teacher management communication and teachers' job Performance: The mediating role of psychological empowerment and affective commitment. *Asia-Pacific Education Researcher*, 29(4), 365–375. <https://doi.org/10.1007/s40299-019-00490-0>.
- Yeong, M., Ismail, R., Ismail, N., & Hamzah, M. (2018). Interview Protocol Refinement: Fine-Tuning Qualitative Research Interview Questions for Multi-Racial Populations in Malaysia. *The Qualitative Report*, 23(11), 2700-2713.  
<https://doi.org/10.46743/2160-3715/2018.3412>.

- Yin, R. K. (2016). *Qualitative research from start to finish. Second Edition*. The Guilford Press
- Zachos, D. T. (2016). Teachers and school “discipline” in Greece: A case study. *European Journal of Social Sciences Education and Research*, 7(1), 6 – 13.
- Zohrabi, M. (2013). Mixed method research: Instruments, Validity, Reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254-262.

## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Owuor Emmily Achieng,  
The University of Nairobi  
P.O Box 92  
Nairobi, Kenya.

29<sup>th</sup> November, 2019

The Principal/Head Teacher  
.....Secondary School  
PO BOX.....  
KISUMU.

Dear Sir/Madam,

#### **RE: AUTHORITY TO CONDUCT RESEARCH**

I am a postgraduate student at the University of Nairobi undertaking Degree of Doctor of Education. I am conducting a research on **Selected Administrative Practices Influencing Student Discipline in Public Secondary Schools in Kisumu County, Kenya**. Your school has been selected to participate in the study. The information you are requested to provide will be used for academic purposes only. Your identity will remain confidential, and you are requested **NOT** to write your name on the instrument. Kindly answer all items honestly.

Yours faithfully,

**Emmily Achieng Owuor**



## APPENDIX II: QUESTIONNAIRE FOR DISCIPLINE MASTER

### Section A: Introduction

This questionnaire is meant to gather information related to School rules in Public Secondary Schools. Any information you provide will be held confidentially and will not be used for any other purpose except for ACADEMICS PURPOSES only.

### SECTION B: Background Information

1. Kindly specify your gender: Male ( ) Female ( )
2. State your age bracket (Years): 20 – 25 ( ) 26 – 30 ( ) 31 – 35 ( ) 36 – 40 ( ) 41 – 45 ( ) 46 – 50 ( ) Above 50 ( )
3. Kindly specify your highest level of Education: \_\_\_\_\_
4. Kindly specify how long you've worked as discipline master or peer councillor:  
\_\_\_\_\_

### SECTION C: Communication Methods and Student Discipline

4. Kindly use the provided scale to rate how frequent does the school use gathering as a means of communicating discipline issues:

*Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	Communication methods	1	2	3	4	5	6
i.	The school held principal's gathering						
ii.	The school held student council gathering						
iii.	The school communicate to students through notice boards						
iv.	The school communicate to students through class teachers						
v.	Direct communication with students						
vi.	Written communication directly with students						
vii.	Through class teachers						
viii.	Through gathering						

5. To what extent do you agree that student communication, as an administration practice, influences students' discipline? Strongly Disagree ( ) Disagree ( ) Moderately Agree ( ) Agree ( ) Strongly Agree ( ).

### SECTION D: Involvement in Decision Making and Student Discipline

6. Kindly use the provided scale to rate how frequent does participation through students council achieve discipline among students: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	Involvement in decision making	1	2	3	4	5	6
i	Participation through elected student leaders						
ii	Participation through class representatives						
iii	Participation through teams selected by student council leaders						
iv	Participation by special teams picked directly by student population						
v	Participation through open suffrage, e.g. referendum, etc						
vi	Participation through departments						
vii	Participation in terms of class						
viii	Participation through written expression of opinion						

7. To what extent do you agree that student participation in decision making, as an administration practice, influences students' discipline? Strongly Disagree ( ) Disagree ( ) Moderately Agree ( ) Agree ( ) Strongly Agree ( ).

**SECTION E: Student Welfare Management and Student Discipline**

8. Kindly use the provided scale to rate how frequent does provision of health needs ensures discipline among students: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	<b>Student welfare management</b>	1	2	3	4	5	6
i	Promptness in response to ill health						
ii	Students are provided with adequate medical treatment						
iii	There is adequate meal and menu in the school						
iv	Meals are served in proper quantities						
v	The school compound is clean and observes good hygiene						
vi	The school has safe and conducive dormitories						
vii	Classrooms are clean, spacious, and are in stable blocks						
viii	There are enough trained guidance and counselling staffs						

9. To what extent do you agree that provision of welfare influences students' discipline? Strongly Disagree ( ) Disagree ( ) Moderately Agree ( ) Agree ( ) Strongly Agree ( ).

**SECTION F: Administration of School Rules and Student Discipline**

10. Kindly use the provided scale to rate how frequent does implementation of school rules ensures discipline among students: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	<b>Administration of School Rules</b>	1	2	3	4	5	6
i	Students are punished for the right cause						
ii	All punishments are recorded in student's disciplinary file						
iii	Disciplinary committee handles students' cases.						
iv	Students are given reasonable punishments.						
v	Students serve the given punishments						
vi	Expulsion of students is only done on the third time a student is being suspended:						
vii	Student leaders can give out punishment to errant students						
viii	Disciplinary committee is the authorized body that can recommend expulsion of students:						

11. To what extent do you agree that administration of school rules influences students' discipline? Strongly Disagree ( ) Disagree ( ) Moderately Agree ( ) Agree ( ) Strongly Agree ( ).

### SECTION G: EDUCATION POLICY

12. Kindly use the provided scale to rate how frequent the education policy is applied by the school administration to influence administration of school rules: **Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]**

		1	2	3	4	5	6
i	There is complete abolition of corporal punishment in our school						
ii	All discipline methods are consistent with the child's human rights						
iii	Students are given opportunity for fair hearing before discipline measures are taken.						
iv	The school BoM meet to listen to serious cases of student discipline and recommend expulsion						
v	Emphasis on use of guidance and counseling as an alternative discipline mechanism						
vi	Expulsion of students is only done on the third time a student is being suspended.						
vii	Student leaders are not allowed to administer any form disciplinary measure on other students						
viii	Only school disciplinary committee is the authorized body that can recommend suspension of students						
ix	There are open days for public and students to encourage collaborative management of the schools						
x	There is no forced repetition of students in any class.						
xi	Students are always expected to be in the right school uniform because it is part of school policy						
xii	There is high student population, as a result of free/subsidized secondary education						
xiii	Our school strive to be learner friendly						
xiv	Teaching only takes within the government stipulated times						
xv	The students enjoy their liberty and rights in school, and they do not infringe on their rights						

13. To what extent do you agree that education policies moderate the influence of administrative practices on students' discipline? Strongly Disagree ( ) Disagree ( ) Moderately Agree ( ) Agree ( ) Strongly Agree ( ).

### SECTION H: Students' Discipline

14. Kindly use the provided scale to rate how frequent does your school students' engage in the following indiscipline cases: **Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]**

	Students' Discipline	1	2	3	4	5	6
i	Keeping of unwanted materials during examination						
ii	Seeking assistance of colleagues during examination						
iii	Impersonation during examination						
iv	Fighting and bullying among students are common						
v	Teasing and or provoking fellow students						
vi	Threat/intimidation of students and teachers						
vii	Jumping over school fence						
viii	Profanity/language abuse						

13. Kindly name other indiscipline cases not covered?

- i. ....
- ii. ....

14. To what extent do you agree that existing education policies enables administration practices to achieve students' discipline in school?

a. Students' welfare management policies

- Strongly Disagree ( )
- Disagree ( )
- Moderately Agree ( )
- Agree ( )
- Strongly Agree ( )

b. Discipline enforcement policies

- Strongly Disagree ( )
- Disagree ( )
- Moderately Agree ( )
- Agree ( )
- Strongly Agree ( )

**Thank you.**

### APPENDIX III: QUESTIONNAIRE FOR STUDENT COUNCIL LEADER

#### Section A: Introduction

This questionnaire is meant to gather information related to School rules in Public Secondary Schools. Any information you provide will not be used for any other purpose except for ACADEMICS PURPOSES only and identity will be confidential.

Kindly tick/select the most appropriate option or fill in the blank space appropriate

#### SECTION B: Background Information

1. Kindly specify your gender: Male ( ) Female ( )
2. Kindly select your age bracket (Years): 15 – 17 ( ) 18 – 20( ) 21 – 23( )  
34 – 26 ( ) Above 26 ( )
3. Kindly write your class: \_\_\_\_\_
4. Kindly indicate your designation: \_\_\_\_\_

#### SECTION C: Communication and Student Discipline

5. Kindly use the provided scale to rate how frequent the school use gathering as a means of communicating discipline values to students: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	<b>Communication methods</b>	1	2	3	4	5	6
i	The principal - students gathering						
ii	The school held student council gathering						
iii	The school communicate to students through notice boards						
iv	The school communicate to students through class teachers						
v	Direct communication with students						
vi	Written communication directly with students						
vii	Through class teachers						
viii	Through open gatherings or consultative fora						

#### SECTION D: Involvement in Decision Making and Student Discipline

6. Kindly use the provided scale to rate how frequent students participate in discipline decision making: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	<b>Involvement in decision making</b>	1	2	3	4	5	6
i	Participation through elected student leaders						
ii	Participation through class representatives						
iii	Participation through teams selected by student council leaders						
iv	Participation by special teams picked directly by student population						
v	Participation through open suffrage, e.g referendum, etc						
vi	Participation through departments						
vii	Participation in terms of class						
viii	Participation through written expression of opinion						

**SECTION E: Student Welfare Management and Student Discipline**

7. What other welfare services are provided by the school to students? \_\_\_\_\_
8. Kindly use the provided scale to rate how frequent does provision of health needs ensures discipline among students: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 – Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	<b>Student welfare management</b>	1	2	3	4	5	6
i	Promptness in response to ill health						
ii	Students are provided with adequate medical treatment						
iii	There is adequate meal and menu in the school						
iv	Meals are served in proper quantities						
v	The school compound is clean and observes good hygiene						
vi	The school has safe and conducive dormitories						
vii	Classrooms are clean, spacious, and are in stable blocks						
viii	There are enough trained guidance and counselling staffs						

**SECTION F: Administration of School Rules and Student Discipline**

9. Kindly name the methods used to administer students’ rules in the school.

.....

10. Kindly use the provided scale to rate how frequent the implementation of school rules ensures discipline among students: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 – Rarely (R); 2 - Very Rarely; 1- Never (N)]*

		1	2	3	4	5	6
i	Students are punished for the right cause						
ii	All punishments are recorded in student’s disciplinary file						
iii	Disciplinary committee handles students’ cases.						
iv	Students are given reasonable punishments.						
v	Students serve the given punishments						
vi	Expulsion of students is only done on the third time a student is being suspended:						
vii	Student leaders can give out punishment to errant students						
viii	Disciplinary committee is the authorized body that can recommend expulsion of students:						

**SECTION G: Education Policy**

12. Kindly use the provided scale to rate how frequent the education policy in applied by the school administration to influence administration of school rules: *Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 – Rarely (R); 2 - Very Rarely; 1- Never (N)]*

	<b>Education Policy Issues</b>	1	2	3	4	5	6
i	There is complete abolition of corporal punishment in our school						
ii	All discipline methods are consistent with the child’s human dignity and rights						
iii	Students are given opportunity for fair hearing before discipline measures are taken.						
iv	The school BoM meet to listen to serious cases of student discipline and recommend expulsion						
v	Emphasis on use of guidance and counseling as an alternative discipline mechanism						

vi	Expulsion of students is only done on the third time a student is being suspended.						
vii	Student leaders are not allowed to administer any form disciplinary measure on other students						
viii	Only school disciplinary committee is the authorized body that can recommend suspension of students						
ix	There are open days for public and students to encourage collaborative management of the schools						
x	There is no forced repetition of students in any class.						
xi	Students are always expected to be in the right school uniform because it is part of school policy						
xii	There is high student population, as a result of free/subsidised secondary education						
xiii	Our school strive to be learner friendly						
xiv	Teaching only takes within the government stipulated times						
xv	The students enjoy their liberty and rights in school, and they do not infringe on their rights						

### SECTION H: Students' Discipline

11. Kindly use the provided scale to rate how frequent does your school students' engage in the following indiscipline cases: **Scale: [6 - Very Frequently (VF); 5 - Frequently (F); 4 - Occasionally (O); 3 - Rarely (R); 2 - Very Rarely; 1- Never (N)]**

	<b>Student Indiscipline</b>	1	2	3	4	5	6
i	Keeping of unwanted materials during examination						
ii	Seeking assistance of colleagues during examination						
iii	Impersonation during examination						
iv	Fighting and bullying among students are common						
v	Teasing and or provoking fellow students						
vi	Threat/intimidation of students and teachers						
vii	Jumping over school fence						
viii	Profanity/language abuse						

12. Kindly name other indiscipline cases not covered? \_\_\_\_\_

**Thank You**

## **APPENDIX IV: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS**

### **SECTION A: Communication Methods and Student Discipline**

Q1. What methods of communication are recommended for schools to use in communicate with students?

Q2. What is your opinion regarding use of assembly gathering on student discipline?

Q3. What of student council gathering?

Q4. What of Notice Boards or Suggestion Box?

Q5. Use of Class teachers for communicating messages to pupils

Q6. Non-verbal communication by the Principal (Written)

### **SECTION B: Student Involvement in Decision Making and Student Discipline**

Q1: How can the school encourage students' participation in decision making?

Q2: In which ways does student participation influence student discipline?

### **SECTION C: Student Welfare Management and Student Discipline**

Q1: What forms of student welfare management services do you offer to the students in the school?

Q2: What is your opinion with regards to provision of **health** needs on student discipline in the school?

Q3: What is your opinion with regards to provision of **social** needs on student discipline in the school?

Q4: What is your opinion with regards to provision of **spiritual** needs on student discipline in the school?

Q5: What is your opinion with regards to provision of **safety** needs on student discipline in the school?

### **SECTION D: Administration of School Rules and Student Discipline**

Q1: In which ways do you administer school rules to students in the school?

Q2: What is your opinion regarding **administration of student punishment for right cause** on student discipline?

Q3: What is your opinion regarding **recording all discipline cases in the discipline file** on student discipline?

Q4: What is your opinion regarding **giving students reasonable punishment** on student discipline?



Q5: What is your opinion regarding **Disciplinary Committee handling of discipline cases** on student discipline?

Q6: What is your opinion regarding **expulsion of students on the third time of suspension** on student discipline?

**SECTION E: Forms of Student Discipline**

Q1: What kinds of student indiscipline problems do you encounter in the school?

Q2: Why do the forms exist?

Q3: What is your opinion with regards to cheating during examination?

Q4: What is your opinion with regards to fighting in school?

Q5: What is your opinion with regards to language abuse?

Q6: What is your opinion with regards to destruction of school property?

Q7: What is your opinion with regards to stealing?

Q8: What is your opinion with regards to Disrespectful?

Q9: What is your opinion with regards to disobedience?

Q10: What methods of administration of school rules are recommended by the Ministry of Education to be used in public secondary schools?

Q11: What methods of communication are recommended by the Ministry of Education to be used in public secondary schools?

Q12: What types of students' welfare management services are recommended by the Ministry of Education to be used in public secondary schools?

## **APPENDIX V: INTERVIEW SCHEDULE FOR SUB COUNTY EDUCATION OFFICERS**

### **SECTION A: Communication Methods and Student Discipline**

Q1. Communicating with stakeholders (teachers, students and parents) is a strategy that can ameliorate tension in the school and result into good learning environment.

- i. What methods of communication are recommended used? for schools to use in communicate with students?
- ii. Do you agree, and to what extent, do principals embrace the use of (i) assembly/gathering and (ii) feedback; to communicate and instil discipline in school.
- iii. In which way? And to what extent? Do students' communication, as an administrative practise, influenced student discipline.

### **SECTION B: Involvement in Decision Making and Student Discipline**

Q2. Decentralization of decision making in schools require appropriate student involvement. As thus, student participation is fundamental in implementing decisions and addressing change resilient among students.

- i. How can schools encourage or achieve students' participation in discipline decision making? And are there recommended forms/mechanism of students participation in decision making?
- ii. Do you agree, and to what extent, do principals involvement of students in participation through (i) students council, and (ii) directly; instil discipline in school.
- iii. In which way? And to what extent? does students' participation in decision making, as an administrative practise, influenced student discipline.

### **SECTION C: Student Welfare Management and Student Discipline**

Q3. Provision of welfare accords students adequate wellbeing hence an essential step in ensuring good performance and minimal discontent.

- i. What forms or types of welfare services are recommended by the Ministry of Education to be offered in secondary schools?
- ii. Do you agree, and to what extent, do provision of the following welfares (health needs, and (ii) social needs; instil discipline in schools.
- iii. In which way? And to what extent? does provision of social needs, as an administrative practise, influenced student discipline in public secondary schools?

### **SECTION D: Administration of School Rules and Student Discipline**

Q4. School principals often use varying practices in administering school rules, and they equally differently affect students discipline management.

- i. What methods of administration of school rules are recommended by the Ministry of Education to be used in public secondary schools?
- ii. Do you agree, and to what extent, do (i) implementation of rules, and (ii) procedure of punishment; instil discipline in public secondary schools.
- iii. In which way? And to what extent? Do administration of school rules, as an administrative practise, influenced student discipline in public secondary schools?

Q5. What forms of student indiscipline cases are commonly reported from public secondary schools in your county? And suggest reasons why?

**APPENDIX VI: DOCUMENT ANALYSIS CHECKLIST**

<b>Item</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>None</b>	<b>Remark</b>
<b>i) Communication methods and Students Discipline</b>				
(i) Availability memos etc				
(ii) Availability of notice boards				
(iii) Availability of Suggestion boxes				
<b>ii) Student involvement in Decision Making and Students Discipline</b>				
(i) Presence of council leaders during meetings				
(ii) Participation of students in election of student leaders				
(iii) Presence of minutes of Involvement of students in formulation of school rules				
<b>iii) Student welfare management and Students Discipline</b>				
(i) Recorded available records of health services				
(ii) Social support services				
<b>iv) Administration of schools and Students Discipline</b>				
(i)Recording of implementation Procedure of school rules				
(ii)Recorded procedure of administering punishment				
(iii)Recorded procedure of guidance and counselling				

APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY  
EDUCATION OFFICE

**TEACHERS SERVICE COMMISSION**

Telephone: +254-  
Email: [cdirkisumu@tsc.go.ke](mailto:cdirkisumu@tsc.go.ke)  
Web: [www.tsc.go.ke](http://www.tsc.go.ke)

When replying please quote

Ref. N°: TSC/473571/



TSC COUNTY DIRECTOR  
KISUMU COUNTY  
NYANZA PROVINCIAL HQS  
10th FLOOR, WING 'A'  
P.O. BOX 7489  
KISUMU.

Date: 2<sup>nd</sup> January, 2020

---

The TSC Sub-County Directors  
**Kisumu County**

**REQUEST FOR RESEARCH PERMIT – OWUOR ACHIENG TSC/473571,  
LICENSE NO. NACOSTI/P/19/2987**

---

The above named who is a student at The University of Nairobi has been authorized to carry out a research **on Selected administrative practices influencing student discipline in public sampled secondary schools in Kisumu County** during her current maternity leave and over the weekends w.e.f. **6<sup>th</sup> January, 2020 to 28<sup>th</sup> November, 2020.**

Please note that this research should not interfere with the normal teaching/learning programmes in schools.

  
**RICHARD JOMO**

**For: TSC COUNTY DIRECTOR  
KISUMU**

c.c. Owuor Achieng  
Reg. No. 147923

**APPENDIX VIII: RESEARCH PERMIT FROM NACOSTI**

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>147923</b>	Date of Issue: <b>28/November/2019</b>
<b>RESEARCH LICENSE</b>	
	
<p><b>This is to Certify that Misc. OWUOR ACHIENG of University of Nairobi, has been licensed to conduct research in Kisumu on the topic: <u>SELECTED ADMINISTRATIVE PRACTICES INFLUENCING STUDENT DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KISUMU COUNTY, KENYA</u> for the period ending : <b>28/November/2020.</b></b></p>	
License No: <b>NACOSTEP/19/2987</b>	
147923 Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Verification QR Code	
	
<p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

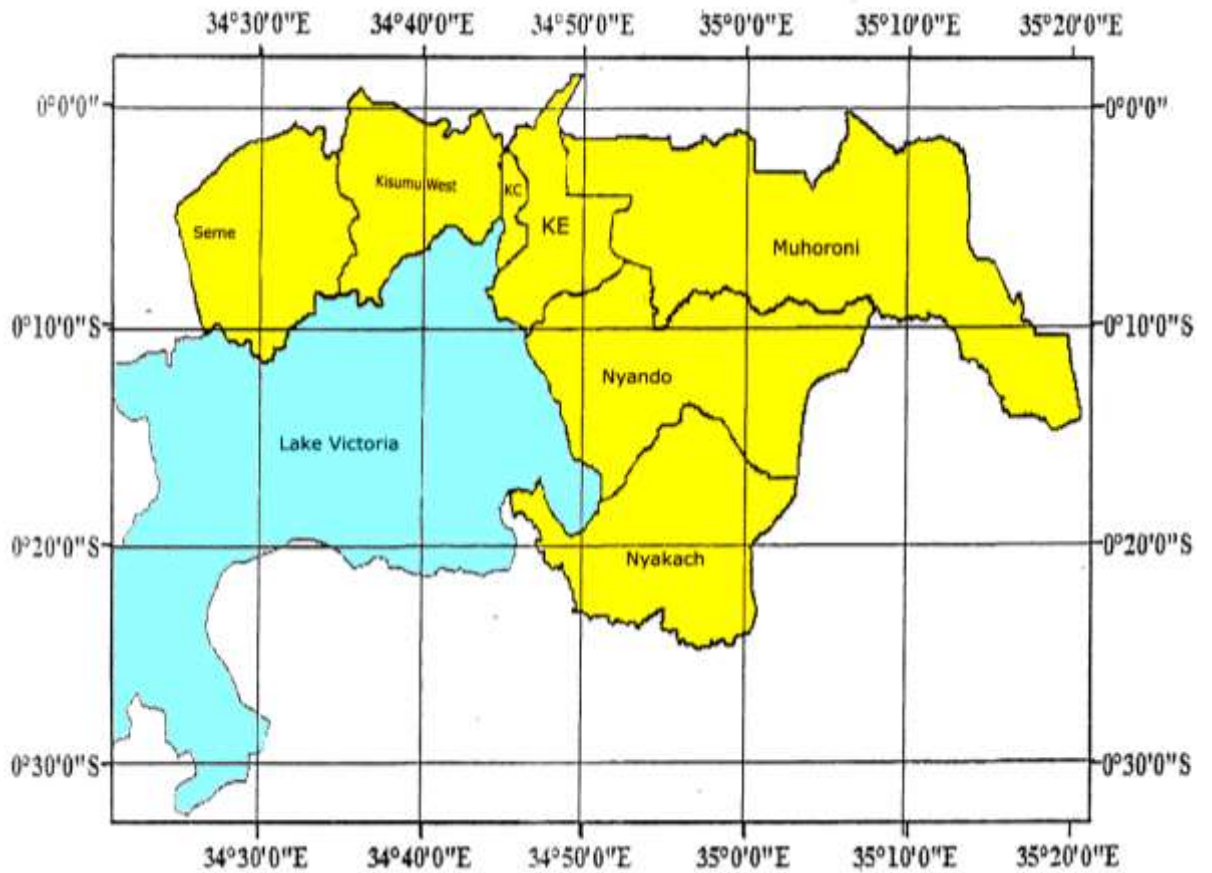
The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS




1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and 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 (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation  
off Waiyaki Way, Upper Kabete,  
P. O. Box 30623, 00100 Nairobi, KENYA  
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077  
Mobile: 0713 788 787 / 0735 404 245  
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke  
Website: www.nacosti.go.ke

### APPENDIX IX: MAP OF THE STUDY AREA



#### LEGEND

-  Study Area
- KE:** Kisumu East Sub County
- KC:** Kisumu Central SubCounty
-  Water Body
-  Sub County Boundary

0 25 Kilometers