

**INFLUENCE OF PEACE EDUCATION STRATEGIES ON
DISCIPLINE OF STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN KIBWEZI WEST CONSTITUENCY,
MAKUENI COUNTY, KENYA**

BY

RUTH SYOMBUA NGOSI

1111111111
A1303764A

**A Research Project Report Submitted in Partial Fulfilment of the
Requirements for the Award of the Degree of Master of Arts
In Peace Education, University of Nairobi.**

2018

DECLARATION

This Research Project Report is my original work and it has not been presented for an award of a degree in any other University.

Signature..........

Date.....17/12/2018.....

Ruth Syombua Ngosi

L51/76605/2014

This Research Project Report has been submitted for examination with my approval as University

Signature..........

Date.....17/12/2018.....

Dr. Dorothy Ndunge Kyalo

Senior Lecturer,

Dean School of Open and Distance Learning,

University of Nairobi.

DEDICATION

This Research Project Report is dedicated to my beloved family members: my husband Stanslaus Mutua, my daughter Faith Ndanu and my son Victor Muuo. They have been a source of motivation and inspiration throughout my period of study.

ACKNOWLEDGEMENT

Special thanks go to the Almighty God for giving me the strength and ability to carry out the task. I sincerely acknowledge the advice and immense contribution of my supervisor, Dr. Kyalo, towards this Research Project Report. She went out of her way to spare time out of her busy schedule to go through my work with a lot of keenness. She also gave me a lot of moral support.

I would also like to thank all the lecturers in the Master of Arts in Peace Education programme who taught devotedly and laid a base for the preparation of this Research Project Report. I would like to thank Dr. Lydia Wambugu who taught me Research Methods in the programme.

I would also like to thank and appreciate my husband, Stanslaus Mutua who encouraged me to go for the Masters degree and assisted me so much during my research period. My special thanks go to my sister, Sarah and her family who accommodated me throughout my learning period.

Lastly, I wish to express my heartfelt gratitude to the Principals, Deputy Principals, Guidance and Counselling teachers, B.O.M. members and student leaders for their willingness to participate in the filling of the questionnaires and answering of the interview questions.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2. Statement of the problem	5
1.3. Purpose of the study	6
1.4. Objectives	6
1.5. Research Questions	7
1.6. Significance of the study	7
1.7. Delimitations of the study	8
1.8. Limitations of the study	9
1.9. Assumptions of the study	9
1.10. Definitions of significant terms as used in the study	10
1.11 Organization of the Study	11
CHAPTER TWO: LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Peace messages in the content of instruction and discipline of students in public secondary schools	12
2.3 Environmental protection and discipline of students in public secondary	15
2.4 Preferred conflict resolution methods and discipline of students in public secondary schools	19
2.5 Peace clubs and discipline of students in public secondary schools	25
2.6 Theoretical framework	26
2.7 Conceptual Framework	28
2.8 Knowledge Gaps	30
2.9 Summary of the Literature Review	30

CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Introduction	32
3.2 Research Design	32
3.3 Target Population.....	33
3.4 Sampling Procedure and Sample Size.....	34
3.5 Methods of Data Collection.....	35
3.5.1 Questionnaires	36
3.5.2 Interview Guides.....	36
3.6 Validity of Research Instrument.....	37
3.7 Reliability of Research Instrument	37
3.8 Piloting	38
3.9 Data Collection Procedures	38
3.10 Data Analysis Techniques	38
3.11 Operationalization of Variables.	39
3.12 Ethical Issues	40
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION & INTERPRETATION OF FINDINGS.....	41
4.1 Introduction	41
4.2 Instrument return rate	41
4.2.1 Questionnaire Return Rate	41
4.2.2 Interview response rate.	42
4.3 Demographic information of the study population.....	43
4.4 The influence of inclusion of peace messages in the content of instruction on discipline of students in public high schools in Kibwezi West Constituency. .	49
4.4.1 Principals’ Responses on the influence of peace messages in the content of instruction.	49
4.4.2 Deputy Principals’ responses on the influence of peace messages in the content of Instruction.....	51
4.4.3 Guidance and Counselling teachers’ responses on the influence of peace messages in the content of instruction.....	52
4.4.4 Student leaders’ responses on the influence of peace messages in the content of instruction.	53
4.4.5 B.O.M. members’ responses on the influence of peace messages in the content of instruction.	55

4.5 The influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makueni County.	55
4.5.1 Principals’ responses on the influence of environmental protection on discipline.....	55
4.5.2 Deputy Principals’ responses on the influence of environmental protection on discipline.....	57
4.5.3 Guidance and Counselling teachers’ responses on the influence of environmental protection on discipline.	58
4.5.4 Student leaders’ responses on the influence of environmental protection on discipline.....	60
4.5.5 B.O.M. members’ responses on the influence of environmental protection on discipline.....	61
4.6 The influence of preferred conflict resolution methods on discipline of students in high schools in Kibwezi West Constituency, Makueni County.....	62
4.6.1 Principals’ responses on the influence of preferred conflict resolution methods on discipline.	62
4.6.2 Deputy Principals’ responses on the influence of preferred conflict resolution methods on discipline.....	64
4.6.3 Guidance and Counselling teachers’ responses on the influence of preferred conflict resolution methods on discipline.....	65
4.6.4 Student leaders’ responses on the influence of preferred conflict resolution methods on discipline.	67
4.6.5 B.O.M. members’ responses on the influence of preferred conflict resolution methods on discipline.....	69
4.7 The influence of peace clubs on discipline of students in high schools in Kibwezi West Constituency, Makueni County.....	69
4.7.1 Principals’ responses on the influence of peace clubs on discipline.	70
4.7.2 Deputy Principals’ responses on the influence of peace clubs.....	71
4.7.3 Guidance and Counselling teachers’ responses on the influence of peace clubs on discipline.....	72
4.7.4 Student leaders’ responses on the influence of peace clubs on discipline. ..	74
4.7.5 B.O.M. members’ responses on the influence of peace clubs on discipline.	75

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	76
5.1 Introduction	76
5.2 Summary of Findings.....	76
5.3 Discussion of the Results	79
5.3.1 Influence of peace education strategies on discipline.....	79
5.4 Conclusion.....	81
5.5 Recommendations for the study.....	82
5.6 Suggestions for further study.....	83
REFERENCES	84
APPENDICES	91
Appendix I: Letter of Introduction.....	91
Appendix II: Questionnaire for Principals	92
Appendix III: Questionnaire for Deputy Principal	98
Appendix IV: Questionnaire for Guidance and Counselling teacher	104
Appendix V: Questionnaire for student leaders	109
Appendix VI: Interview Questions for other Stakeholders.....	113
Appendix VII: List of targeted schools.....	114
Appendix VIII:List of sampled schools.....	115
Appendix IX: Authorization Letter	116
Appendix V: Research Permit.....	117
Appendix VI: Originality Report.....	118

LIST OF FIGURES

Figure 1: Conceptual Framework.....	28
-------------------------------------	----

LIST OF TABLES

Table 3.1 Target population of the study.....	34
Table 3.2: Sample size.....	35
Table 3.3: Operationalization of variables.....	39
Table 4.1: Questionnaire return rate.....	42
Table 4.2: Demographic information of the Principals	43
Table 4.3: Category of the school.....	44
Table 4.4: Size of the school	45
Table 4.5: Demographic information of Deputy Principals	45
Table 4.6: Demographic information of Guidance and Counselling teachers.....	47
Table 4.7: Demographic information of the student leaders	48
Table 4.8: Principals responses' on influence of peace messages in the content of instruction.....	50
Table 4.9: Deputy principals' responses on influence of peace messages in the content of instruction.....	51
Table 4.10: Guidance and counseling teachers' responses on influence of peace messages in the content of instruction.....	52
Table 4.11: Student leaders' responses on influence of peace messages	54
Table 4.12: Principals' responses on influence of environmental protection.....	56
Table 4.13: Deputy Principals' responses on influence of environmental protection on discipline	57
Table 4.14: Guidance and Counselling teachers' responses on the influence of environmental protection on discipline.....	59
Table 4.15: Student leaders' responses on the influence of environmental protection ..	60
Table 4.16: Principals' responses on the influence of preferred conflict resolution methods on discipline.	63
Table 4.17: Deputy Principals' responses on the influence of preferred conflict resolution methods on discipline.	64
Table 4.18: Guidance and counseling teachers' responses on the influence of preferred conflict resolution methods on discipline.....	66
Table 4.19: Student leaders' responses on the influence of preferred conflict resolution methods on discipline	68
Table 4.20: Principals' responses on influence of peace clubs on discipline.....	70
Table 4.21: Deputy Principals' responses on influence of peace clubs on discipline	71
Table 4.22: Guidance and Counselling teachers' responses on the influence of peace clubs on discipline	73
Table 4.23: Student leaders' responses on the influence of peace clubs on discipline....	74

LIST OF ABBREVIATIONS AND ACRONYMS

BBC	British Broadcasting Corporation
CFC	Child Friendly Schools
COPA	Coalition of Peace in Africa
CPRM	Conflict Resolution and Peer Mediation
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
KHRC	Kenya Human Rights Commission
KNEC	Kenya National Examination Council
MOEST	Ministry of Education Science and Technology
NCIC	National Cohesion and Integration Commission
SRC	Students Representative Council
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation Children Education Fund

ABSTRACT

The main purpose of this study was to find out the influence of peace education strategies on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, Kenya. The study was guided by four objectives: To determine how inclusion of peace messages in the content of instruction, to establish how environmental protection, to establish how preferred conflict resolution methods and to determine how peace clubs influence discipline of students in public secondary schools in Kibwezi West Constituency. The study sought to answer research questions on the extent to which inclusion of peace education messages in the content of instruction; environmental protection; preferred conflict resolution methods and peace clubs influence discipline of students in public secondary schools. The study was carried out in 10 public secondary schools in Kibwezi West, Makueni County. The study employed exploratory research design. A total of 10 schools were picked for study using simple random sampling from the 20 targeted public secondary schools in Kibwezi West Constituency. Test-retest method was used to test reliability. This was done during the piloting stage which was carried in two schools. The respondents consisted of the Principals, Deputy Principals, Guidance and counseling teachers, B.O.M. members and student leaders. Simple Random sampling was used to ensure that respondents selected were evenly distributed to represent the whole constituency. Questionnaires and interview guides were used to collect empirical data from the obtained sample size. Qualitative data was analyzed using thematic analysis while Quantitative data was analyzed by use of descriptive analysis and inferential statistics. Results were presented in form of percentages, frequencies and Tables. The study findings revealed that inclusion of peace messages in the content of instruction influence discipline of students. This was confirmed by 100% of the principals, deputy principals, guidance and counseling teachers, student leaders and B.O.M. members. The study also found that environmental protection influence discipline of students. This was confirmed by 100% of the principals, 80% of deputy principals, 100% of guidance and counseling teachers, 90% of student leaders and 100% of B.O.M. members. The study revealed that preferred conflict resolution methods influence the discipline of students. It was confirmed by 100% of the principals, 90% of deputy principals, guidance and counseling teachers and student leaders and 100% of B.O.M. members. The findings of the study also showed that peace clubs influence the discipline of students. This was confirmed by 100% of all the respondents who agreed. The findings would help the government and other education stakeholders. From the findings, the researcher recommends the inclusion of peace messages in the content of instruction. The researcher also recommends that the students' environment be protected all the time. From the results of the study, the researcher recommends that preferred conflict resolution methods be used in the secondary schools. Finally, from the findings of the study, the researcher recommends that peace clubs be functional in all public secondary schools. The study concluded that peace education strategies influence the discipline of students in public secondary schools in Kibwezi West Constituency.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Fields (2011), from a progressive perspective, school discipline can be described as all the strategies that can be used to co-ordinate, regulate and organize individuals and their activities in the school to establish and maintain an environment in which teaching and learning can take place. Discipline, as the most significant feature of schooling and parenting, has gained increased research attention (Yudan 2013). According to Kajubi (2007), the issue of indiscipline in schools has been cited as an issue of great global concern, traversing political, economical, geographical, racial and even gender boundaries. Skiba and Sprague (2008), state that in USA, increased incidents of students' indiscipline have received a great public concern that has necessitated legislation on laws and policies governing schools. The students murdered one teacher and twelve students injuring twenty three other students before killing themselves. In Mexico, there has been of growing concern on the issue of indiscipline in Mexican schools where administrative practices and teaching methods have been blamed for students' indiscipline (Mukharjee 2005).

According to Maphosa and Shumba (2010), the case of indiscipline among students has proved to be the greatest challenge facing education in South Africa during the past three decades. They state that, these indiscipline cases range from lateness to school to abuse of drugs. Akinsolu (2008) posits that enrolment explosion of students without supplemental provision of school physical facilities to match the students' population led to indiscipline among the students in Nigeria.

It is worthy to note that cases of students' indiscipline in Kenya have been reported as far back as 1908 when Maseno high School (Republic of Kenya, 2001) students went on strike. Since then, there has been a rise in the frequency and number in recent years. There has been an increase in wanton destruction of property and lives have been lost. It is evident that most students' unrests are premeditated and planned to cause maximum destruction. For instance, during the second term of the year 2008 nearly 200 secondary schools were involved in strikes(Report to parliament by the Minister of Education,2008).Out of these, about 180 public schools were seriously affected.

The Wangai Commission (Republic of Kenya,2001) on student discipline in secondary schools recorded that 250 schools were involved in various ways of serious mis-behaviour in secondary schools in the country in the year 2001.The report noted a disturbing feature of misconduct in primary schools had also joined the fray of students' indiscipline. This report noted a clear indication of an increase in incidences of mass indiscipline in schools in Kenya.

In Kenya, the issue of misconduct among students is viewed as a national concern and is becoming more serious day by day (Kindiki 2009). The banning of corporal punishment without alternative methods of correction in Kenya has largely contributed to the increase in students' indiscipline in most schools (Article 36 of the Basic Education Act 2013). Medlen(2012) states that many scholars and researchers have been trying to identify the most efficacious methods of improving discipline of students. According to MOEST (2008), the Government of Kenya is implementing several measures aimed at curbing the various cases of indiscipline in various

institutions. Task forces on students' indiscipline and unrest in public secondary schools have been formed. The Wangai Commission (Republic of Kenya, 2001) is an example which recommended the introduction of Guidance and Counselling units in public secondary schools. According to Kindiki and Muratha (2013) beside these efforts, there have been several cases of students' misbehavior reported in the media.

In Kenya, many secondary schools set up and operate with the prefect system as a form of enhancing discipline of students. The documents for introducing the prefect system in schools can be found in the Student Discipline Section of the Ministry of Education. According to these documents which outline the students' code of discipline, the students themselves have responsibility for managing school discipline and help relieve teachers of certain everyday supervisory duties through the prefect system. Discipline as important component of human behaviour helps not only to regulate peoples' reactions to various situations but also regulating human conduct and relations with others. It is the epicentre of success in schools and all students are expected to adhere to various standards or codes of conduct (Okumbe, 2001).

In St. Kizito Secondary School, nineteen girls were murdered and seventy two others were raped in a midnight terror in July, 1991. The girls died after they were attacked and sexually assaulted by their male colleagues. (Musyoka, 2018).

According to Maingi (2017), most public secondary schools in Makueni County have been affected by the students' indiscipline. He states that one of the major causes of indiscipline is lack of physical facilities like classrooms to accommodate the growing students' enrolment. However, with the free day secondary education, most classrooms are overcrowded making it a fertile ground for indiscipline. He also states

that the general feeling by the Principals in Makueni County is that the free day secondary education has greatly affected the school climate leading to cases of indiscipline. They claim that additional students were brought into the education system in 2003 without supplemental provision of physical facilities. Adequacy of physical facilities creates a conducive school environment which makes the school a home for students (Maphosa and Shumba, 2010). In 2016, the students in Makindu Boys' Secondary School in Kibwezi West Constituency burnt their school bus into ashes. They had earlier claimed that their school bus was smaller compared to the buses of neighbouring schools (Kameti, 2017). During the same year, the students of Kalulini Boys' Secondary School in Kibwezi West Constituency reduced the school store into ashes. They were claiming that the school meals were inadequate and of poor quality.

After the incidence the students sneaked out of the school at night in fear of the police. In 2017, the students of the same school, Kalulini Boys' Secondary, marched to the Sub-county headquarters in Kibwezi town to protest against their Deputy Principal. They walked about seven kilometres from their school to Sub-county Education Office and demanded for the transfer of their Deputy Principal accusing him of issuing ruthless punishments. (Kameti, 2017). Thereafter, the parents paid large sums of money to cater for the losses. Also some students in Kikumini Secondary School in Kibwezi West set their dorm on fire in 2016 resulting in destruction of school property. Out of the Thirteen students who were accused of burning the dormitory, Six of them were put in police custody and the other Seven were released on Sh10,000 bond each. (Musyoka, 2016)

In Kibwezi West Constituency, the problem of students' indiscipline has not been studied hence the need to carry out the research. According to Kombo (2005), teachers must devote time and attention to developing students' appropriate social skills for negotiating conflict and moving towards consensus. Miller (1971) says that Guidance is the assistance which the school gives a student to help them solve their special problems.

1.2. Statement of the problem

The rise of cases of indiscipline among students in most secondary schools has resulted to mass destruction of property and loss of lives of innocent students. Discipline is an important component in the school environment. It is because of this reason that the stakeholders in education including parents, educationists and the government have been committing resources towards enhancing discipline in public secondary schools. There is need to study indiscipline because if not done, there is a possibility to witness a repeat of the damaging patterns of indiscipline witnessed in schools.

Managing indiscipline appropriately helps build self-esteem and is a sign of maturity for the school administrators and students. According to Mueni (2015), most of the school administrators are not knowledgeable enough to solve indiscipline cases and this contributes to the high rate of indiscipline among students in Kibwezi West Constituency. According to Maphosa and Shumba (2010) examples of indiscipline cases are lateness to school, demonstrations, riots and class boycotts.

Indiscipline among students has led to mass destruction of school property of secondary school students in Kibwezi West Constituency and therefore, the need to establish the influence of peace education strategies on discipline of students in public secondary schools in Kibwezi West, Makueni County, Kenya. Despite the increasing number of strategies to curb indiscipline, the problem is experienced in most schools. Therefore there was the need to carry out the study on the influence of peace education strategies on discipline of students in public secondary schools-Peace education strategies include: inclusion of peace messages in the content of instruction, environmental protection, preferred conflict resolution methods and peace clubs.

1.3. Purpose of the study

The purpose of the study was to determine the influence of peace education strategies on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, Kenya.

1.4. Objectives

The study was guided by the following objectives:

1. To determine the influence of inclusion of peace messages in the content of instruction on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.
2. To establish the influence of environmental protection on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.

3. To establish the influence of preferred conflict resolution methods on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.
4. To determine the influence of peace clubs on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.

1.5. Research Questions

The research study sought to answer the following research questions:

1. How does the inclusion of peace messages in the content of instruction influence discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County?
2. To what extent does environmental protection influence the discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County?
3. How does preferred conflict resolution methods influence discipline of students in public secondary schools in Kibwezi West Constituency, Makueni county?
4. To what extent do peace clubs influence discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County?

1.6. Significance of the study

The findings of this study are significant to those who want to understand teacher commitment, how to solve cases of indiscipline peacefully and impact of a peaceful environment. The development of many schools has been dragged due to indiscipline that alienates teachers from their professional work. When leaders have self-

awareness, they are more likely to solve discipline problems without difficulties. This study may be of importance to the school administrators as it may provide them with knowledge on how to solve indiscipline cases in secondary schools. This will enable them to take appropriate measures that will enhance good performance among the students. The study will provide insight and theoretical value of managing indiscipline to enhance peace and security in secondary schools. The study may also be of importance to the government as it may help in allocation of funds to ensure that all public schools have adequate physical facilities and learning resources. The government may also ensure that the public schools have teachers who are qualified in dealing with various students' indiscipline cases. The findings of this study may also be of importance to the Teachers' Service Commission as it may assist in ensuring that the teachers who are qualified are well distributed in various parts of the country. The findings may also be significant to secondary school teachers as it may help them in selecting peaceful ways of dealing with students with discipline problems in their schools. The findings may provide practical values to current scholars and identify areas of further research.

1.7. Delimitations of the study

The study was limited to the public high schools in Kibwezi West Constituency, Makueni County and the focus was on the influence of peace education strategies on discipline of the students. There have been many cases of indiscipline among the students in Kibwezi West Constituency. The academic performance in most schools has also gone down due to the increased indiscipline cases. The respondents included the school Principals, Deputy Principals, Guidance and counseling teachers, student

representative council and B.O.M. members of secondary schools in Kibwezi West Constituency.

1.8. Limitations of the study

The study encompassed different stakeholders who included Board of Management members. Getting in touch with all the stakeholders proved to be tedious work. The members had a challenge when answering interview questions which was one of the research tools due to their low levels of literacy. The student leaders had challenges when filling the questionnaires. However, the researcher ensured the stated possible challenges would not hinder the success of the study. First, the researcher laid down a timeTable to ensure that she reached all the stakeholders within the stipulated time. The researcher informed them in advance to ensure that they were always aware of her visit. The language used in the questionnaires and interview questions was simple and understandable to ensure the members of the school community did not encounter problems when answering them. The researcher was always present to clarify the questions.

1.9. Assumptions of the study

The basic assumptions of the study included: All secondary schools experienced cases of indiscipline at a given time. The respondents would willingly spare time and give the needed feedback. The sample represented the true population to enable generalization of the findings to the target group. It also assumed that effective peace education strategies promote discipline among students in public secondary schools.

1.10. Definitions of significant terms as used in the study

The following terms assumed the stated meaning in the context of the study:

- Peace Education:** It is the means of promoting the knowledge, skills, attitudes and values needed to bring about conduct change that will enable students to prevent conflict and violence and to create conditions conducive to peace.
- Strategy:** It is a general plan or set of plans intended to achieve something, especially over a long period.
- Discipline:** It refers to compliance to school rules and regulations.
- Indiscipline:** It is the situation in which students do not control their behavior or obey the rules.
- Student:** Any person who is enrolled in a secondary school to pursue his or her studies.
- Peace messages:** These are words of harmony which are communicated to students.
- Public school:** Refers to a school that receives government support and operations controlled by the government for example, posting of teachers and funding of the schools under investigation
- Conflict resolution:** It is the process of solving dispute or disagreements calmly and peacefully among the students. It mainly aims at reconciling opposing arguments in a manner that promotes and protects the human rights of all the parties concerned.
- Environmental protection:** It is ensuring safety of the surrounding of the students
- Peace club:** It is an organization of students which aims at promoting peace among the students.
- Preferred conflict resolution method:** It is the process by which two or more parties engaged in a conflict discuss together and come into an agreement.

1.11 Organization of the Study

The study is in five chapters. Chapter one presented background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions for the study, definition of key terms and organization of the study. Chapter Two dealt with Literature Review. It was sub-divided into the following sub-headings: influence of inclusion of peace messages in content of instruction on discipline, influence of environmental protection on discipline, influence of preferred conflict resolution methods on discipline, influence of peace clubs on discipline, theoretical framework, conceptual framework and knowledge gaps. Chapter Three was concerned with research methodology which included the research design, target population, the sample size and sampling procedure, methods of data collection, validity and reliability of research instruments, data collection procedures, data analysis techniques, piloting, operationalization of variables and ethical issues. Chapter Four consisted of data analysis, data presentations and data interpretation. Chapter Five was the summary of findings, discussion, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part deal with literature review that is related to influence of peace education strategies on discipline of students in secondary schools. The literature was reviewed under the following sub-headings: influence of inclusion of peace messages in the content on discipline, influence of environmental protection on discipline, influence of preferred conflict resolution methods on discipline and influence of peace clubs on discipline of students. Theoretical and conceptual frameworks for the study had been developed. The chapter further identified gaps in the study and gave a summary of literature review. The importance of literature review is that it helped the researcher to clearly understand the problem in question by critically analyzing works by earlier scholars.

2.2 Peace messages in the content of instruction and discipline of students in public secondary schools

Peace is a broad concept with spiritual and practical connotations. It can imply a state of inner calm or the end of a conflict. As Lincoln P. Bloomfield notes, 'peace is what you think it is or want it to be' (Bloomfield, 1986). Peace messages are words of harmony which are used in order to improve peace in a given institution. Rwamba (2004) argued that lack of democracy in leadership together with communication breakdown is a major cause of misconduct in schools. He suggested that peace messages should be incorporated in teaching to improve discipline of students. However, he failed to specify when these peace messages should be included and who should include them hence the need to carry out the study. The peace messages need

to be included in the content of instruction by teachers when teaching and also the administrators have to include peace messages in the content of instruction when addressing students.

The indiscipline problem in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding misconduct in schools within the United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for the children's indiscipline. The parents were getting vexed and frustrated as they complained of the escalating incidents of indiscipline and violence in schools. Their main concern was on the destruction of property and bodily harm to persons which could even lead to deaths.

According to Shiundu and Omulando (1992), a teacher is professionally trained and a qualified person who is capable of including messages of peace in his/her content while teaching. Wanjala(2002) explains that educational planning which is a part of training of teachers at the university enables the teacher to prepare for tasks such as teaching and managing educational resources. This implies that teachers need to be qualified in order to carry out their duties appropriately. This can on the other hand help avert indiscipline cases in schools.

Despite the teachers being trained, they are not trained on the peaceful ways of enhancing discipline of students hence the need for the study. Most disciplinarians discipline students by either giving manual work or suspending the indisciplined student from school. However inclusion of peace messages in the content of

instruction either when teaching or when addressing the students may help to improve discipline of students.

Itegi (2003), states that professional standards in a secondary school should be maintained to avoid cases of indiscipline. Teachers should be encouraged to attend seminars, in-service courses as well as workshops on effective school management since they play a vital role in school management and maintenance of discipline (Mugo, 2002). Itegi further explains that skills in behavior management are not necessarily inborn and so the teacher needs to learn them from an external source. He failed to explain that these seminars have to update the teachers on how to improve discipline of students peacefully without inflicting pain on students. According to Owiso(2007) maintaining discipline calls for specialized knowledge and skills. Teachers therefore need to keep on updating their skills on teaching and learning as well on maintenance of discipline. However Owiso did not specify on the skills which the teachers need to be updated on. Since the teachers are central to maintenance of discipline in secondary schools there is need to make sure that they are equipped with the necessary content of peace to enable them to prevent indiscipline cases (MOEST, 2001, GOK, 2008).

However, the government needs to support the seminars and workshops financially so as to ensure that all the teachers acquire the necessary knowledge and skills on dealing with discipline problems peacefully. Students' indiscipline in secondary schools in Kenya has been an issue of great public concern for the last few years. The subject has for long been debated and has featured repeatedly in schools, the press, as well as in national agenda. The government of Kenya is currently implementing

several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of Guidance and Counseling units in all secondary schools (MOEST, 2008). However, the government does not make a follow-up to ensure that every secondary school has a guidance and counseling unit hence the need for the study. Task forces on students' indiscipline in secondary schools have been formed.

The Wangai commission (Republic of Kenya, 2001) for example, recommended the introduction of Guidance and Counseling units in secondary schools. On the other hand, the government is planning on the implementation of Peace Education subject in Kenyan secondary school. The school administrators should include peace messages when addressing the students to enhance discipline in their school community. A lot of peace messages should be included in the content of instruction when teaching so as to promote discipline in secondary schools. It was for this reason that there is need to find out the influence of inclusion of peace messages in the content of instruction on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.

2.3 Environmental protection and discipline of students in public secondary schools

Environment is the surrounding of students. The school administration should ensure that there is safety in the school environment. Ahlner and Henriksson (2013) believe that within the classroom and the school, students' discipline that affects the learning environment have a devastating effect on the student or his or her classroom, the school and subsequently immediate and distant community. They add that the

classroom disruptions misuse valuable teaching and learning time. Way et al. (2007) observe that school environment is of paramount importance in promoting students' discipline. According to Way et al. (2007), factors closer to students' actual interaction have the strongest impact on their behaviour. Scheerens (2003), concluded after a study on school environment and students' behavior that availability of physical resources enhances the effectiveness of schools and brings about good behaviour. However he failed to explain how the physical resources enhance the discipline of students. When students believe that a school will provide a second home that cares about them, provide the support essential to their success, they will be disciplined. Akinsolu (2008) posits that enrolment explosion without supplemental provision of school physical facilities to match the student population was a key factor affecting students' discipline in Nigeria. Adequacy of physical facilities creates a conducive school environment which makes the school a home for students (Maphosa and Shumba, 2010).

Cases of misconduct had also been seen in England. The government then planned a crackdown on school indiscipline by giving schools orders to search pupils for weapons under the new plans. According to the then Education secretary, Hon. Charles Clarke, schools were encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version, 2004, Nov.18). However, this method could bring about fear among students and even others drop out of school hence the need to protect the environment of students.

UNESCO (1998) noted that badly behaved classrooms around the world had reached a very alarming proportion. According to Kuntz (1998), a gun bullet in a school in Argentina wounded a thirteen- year old pupil. In acknowledgement that the environment in which children study is crucial to discipline, the government with the support of UNICEF has implemented child friendly schools (CFS) concept, which addresses the rights of every child to good quality education. It also addresses the learning needs of every child regardless of their vulnerabilities. However the government does not make a follow-up to ensure that all schools adhere to the concept of CFS hence the need for the study.

A study that was conducted by Odu (2014) concluded that lack of enough facilities can be a source of students' misconduct. When students lack adequate books, are congested in the dormitories, lack enough food, they will result to violence and at times cause damage. Onyoni (1999) states that according to head teachers and teachers, lack of textbooks can result to cases of indiscipline. Anyango (2005) explains that some of the factors that contribute to low performance in national examinations and which is a recipe for indiscipline are inadequate learning facilities, lack of teachers in key subjects, lack of school fees and lack of textbooks. According to Nzuve (1991), this on the other hand can lead to indiscipline in secondary schools because when the students' efforts to achieve the academic goals are frustrated, it creates stress. This may find release in indiscipline cases in secondary schools.

However these researchers did not recommend on the use of peaceful strategies to improve the discipline of students. They did not also collect data from the students' representatives who could give them relevant information hence the need to carry out

the study. The government strategies for improving the quality of education, which is a contributing factor to discipline includes provision of instructional materials.

Itegi (2003) found out that supervision of students should be considered right at the architectural design and that a good architectural design comprises of well lit corridors, mirror glass type doors and plenty of window space. This would ensure the protection of students is taken into consideration and this helps in enhancing discipline. Munyao (2004) explains that physical facilities in most secondary schools interfere with the all-round development of students. For example, lack of classrooms and laboratories interfere with the academic performance and this can finally lead to cases of indiscipline. However, Munyao did not collect the relevant data from the relevant respondents hence the need for the study.

According to Chumba (2006), most schools lack a master plan and there is also wastage of time when moving from one building to another. This creates a ground for indiscipline. Watiri (2003) on the other hand, found that students hold strikes due to inadequate physical facilities. One of the factors that should be considered when locating a school is the availability of land which the school will occupy (Wanjala, 2002). This is because, for example, some schools are established on small pieces of land that do not cater for co-curricular activities like games and sports as well as the overall school curriculum. This encourages the students to be idle most of the time hence creating room for indiscipline. According to Ovell (2001), a democratic form of conduct leads to a healthy learning classroom environment that in turn enhances respect for education and a desire for knowledge.

Jones and Jones (1981) and Good and Brophy (1984) uphold the importance of modifying the work and social environment. They suggested the development of functional classroom norms that support academic achievement and desirable social behaviour. They also recommended establishing positive student-student and student-teacher relationships. Finally, using teaching methods that facilitate effective learning has been suggested helpful in preventing conflict in class. Therefore most of the researchers did not focus on several ways of protecting the environment of students hence the need to establish how environmental protection influence discipline of students. It was for this reason that there is need to find out the influence of environmental protection on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.

2.4 Preferred conflict resolution methods and discipline of students in public secondary schools.

Preferred conflict resolution method refers to the process by which two or more parties engaged in a conflict discuss together and come into an agreement. Conflict management skills have become increasingly important to managers in postmodern society (Ramani & Zhimin, 2010). Senge (1994) noted that the abundance of information, differing and the proliferation of technology in the postmodern world has diluted the traditional superior-inferior working relationship that prevailed in the early 20th century. Therefore, managers must now be able to adapt to changes in the workforce by not only behaving in a commanding or competing style; but they must also be able to persuade, participate, delegate (Blake & Mouton, 1964), as well as collaborate, compromise, accommodate and avoid more than in previous generations (Thomas, 2007).

Current research identifies a communication-orientation as a key leadership characteristic (Maxwell, Scheurich and Skrla, 2009). A communication-oriented theme resonates from the literature surrounding the principal-students relationship. They addressed the relationship between principals and students without focusing on the relationship between teachers and students. Teachers interact with students quite often compared to the principals. Sergiovanni (2007) posits that the supervisor is the key to a healthy and productive schoolhouse because he/she fosters climate, culture and student achievement. The school administration sets a tone for school climate and culture by providing sound moral and ethical leadership practice based on the view that teachers are professionals. The school's potential can be reached only when the leadership transitions from a bureaucratic to an organic management orientation with open communication channels (Tschannen-Moran, 2009). Sergiovanni (2009) and Tschannen-Moran (2009) emphasize that when the school leadership's moral authority outweighs its bureaucratic orientation then the commitment of the school's membership will produce a high level of discipline. However, they did not focus on other peaceful ways of improving the discipline of students.

Duke and Meckel (1980) while motivating for mechanisms of addressing disciplinary problems made pertinent views about collaboration. They argued that students, administrators, teachers and parents should collaboratively decide on school and classroom rules. They should deliberate also on consequences of breaking these rules. Duke and Meckel see collaborative goal setting as significant in promoting commitment and harmony in other school related issues as well. Baumgardner (2012), says that collaboration is the way to achieve the best outcome on significant issues as well built relationship since it takes into account all of the parties major interests.

Caldwell and Spinks (1988) on discussing the role of a mission statement in a school advocate a collaborative way of designing it, on the understanding that collaboration will promote commitment and reconcile different views. However they did not study whether involving the student leaders in making the school rules can improve the discipline of students hence the need for the study. Student leaders interact much with the other students and therefore they need to be involved in setting up of both school and classroom rules.

On the other hand, Arnold and Feldman (1986) suggested clarity in the assigning and coordinating of work activities among people, as a way of preventing conflict. A clear specification of responsibility seems to be a development of the 'Division of work' principle of classical thinking. Its proponents argue on grounds that it provides scope to reduce conflict related to autonomy. In this direction, standard steps of planning, determining who will do what, when, why and how is seen as helpful. Various authors on the administrative process of planning, organizing, supervising and control concur with this view. In line with this specification of responsibility, Laferla (1988) mentions awareness of the role of colleagues and co-ordination as a means of reducing conflict. Laferla recommends neutralizing inter-dependence of activity that is, implementing a well-established system of communication whereby individuals and departments know how their activities relate to or affect others, and whereby they are provided with the opportunity to develop appreciation of problems which face their colleagues.

The prefect system is another mode of discipline enhancement which originated from the philosophy that: students were valuable underused educational resources in

maintaining a given disciplinary climate. The prefect system was introduced in English school since the nineteenth century and still operates in many English schools in various ways. Though the functions of prefects today vary extensively, the importance of the prefects in the authority systems of many schools are still noticeable. The prefect system is also a significant part of the educational experience that has to do with the development of character and responsibility. "A Review of secondary education schools in England", (1998-2000) suggested that prefects hold positions of responsibility, hence they foster their social development as well as discipline in schools.

According to Muli (2012), the main duties of the student councils are to direct and guide other students. Mwikali (2015), puts it further that the student councils bridge all good and bad happenings in the school hence the administration is fully informed on whatever takes place without being in direct contact with the student population. The prefects system is very important in the maintenance of student discipline in the school. The prefects are close to the students and therefore deal with discipline cases at grassroots level. They are the bridge between the staff and the student community. Prefects can thwart even planned strikes. Otieno (2008) gives the following pieces of advice as regards the role of prefects with reference to discipline: all prefects should take collective action whenever they come across cases of indiscipline; prefects involved in school outings are responsible for the discipline the party and that classroom discipline is important for effective learning; and class prefects should ensure that students maintain silence while in class. However they failed to address that student leaders need to be involved in making school rules in order to improve discipline. The student leaders may clarify the rules to the other students and explain

to them the importance of adhering to the rules. The students would observe the school rules mainly because their leaders were involved in the formulation of the rules.

Eckstesin (2001) argued that prefects assisted the young and learned to use authority and younger students experienced the rule of their seniors before they moved on to exercise power to themselves. Prefects in secondary schools were normally drawn from all senior forms. Apart from seniority, they were expected to be with good character and leadership qualities and also maintain a high standard of behaviour and a high standard of justice.

Prefects therefore, play a very important role in the management of discipline in secondary schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadre of prefects is appointed for effective administration. To ensure that they perform their roles effectively, they must be inducted to orient them into their roles. They should also be fully supported and encouraged to maturely handle issues by themselves.

The school management needs to ensure the students' activities and operations in the school are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (principal) to be effective students' manager, he or she must not only be conversant with concepts and newer perspectives in secondary school management; but also be constant operator of the management techniques.

Management of students requires the principal to show concern and drive towards students' achievement through teaching and learning, constantly communicating appropriately effectively to and with the students (Okotoni & Okotoni, 2003). Lack of proper communication may lead to conflict with students; making the right decisions can only be made if the management invests its resources in effective decision making, solve problems by applying the appropriate problem solving techniques, speedily, equitably, and cautiously take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect and economy in time management. In order to do this effectively, the principal can employ use of the student government through use of Students Representative Council (SRC).

Through this the principal will ensure all the students' issues are addressed promptly through the right procedure (Okotoni & Okotoni, 2003). According to Njue (2014), adored school management entails participation of the students in governance through their representatives. This is because involving the students in school governance cultivates their democratic rights. Mulwa, Kimosop and Kasiru (2015), puts it across that the student councils' involvement in school management entails active involvement in school based decision making. Students become a responsible generation when they are involved in decision making. (Chemutai and Chumba, 2014). However they did not address other preferred conflict resolution methods for the conflicting parties to choose the appropriate method for them. Use of conflict resolution methods which are preferred by students would help them to improve discipline in secondary schools. It was for this reason that there is need to find out the

influence of preferred conflict resolution methods on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.

2.5 Peace clubs and discipline of students in public secondary schools

Peace club is an organization of students which aims at promoting peace among the students. It is a great way for students to turn commitment into action. It helps them to connect and organize with others who are interested in peace. However it is a framework that enhances learning about peace and gaining skills to deal with conflict. According to Loreta, (2008), peace generally connotes a state of quiet, calm, repose, tranquility, freedom from war and concord of ideas among different people. In Kenya, the coalition of Peace in Africa (COPA) has been implementing peace education since 2006 through training of teachers and students in various parts of the country (COPA 2008). According to Nairobi Peace Initiative (NPI, 2008), the Ministry of Education with Church World Services initiated a school safe programme in 60 schools that promote peaceful ways. Peace Education was introduced in Kenyan curriculum for both primary and secondary schools in January 2009 aiming at imparting knowledge and instilling skills, values and attitudes for harmonious coexistence among teachers and learners.

Culture of peace and is essentially transformative. It enhances the knowledge base, skills, attitudes and values that seek to transform people's mindset, attitudes and behaviours that in the first place have created violent conflicts. It seeks such transformation by building awareness and understanding, developing concern and challenging personal and social action that will enable people to live, relate and create

conditions and systems that actualize non-violence, justice, environmental care and other values (Reardon 1998).

The National Cohesion and Integration Commission (NCIC) has committed itself in investing in the youth, especially in educational institutions, as the schools offer an excellent platform in terms of socializing the students into principles of non-violence and national values in building a peaceful multi-ethnic society. Targeting the students in various learning institutions and teaching them with the right virtues before they exit to the larger community is an effective way for character formation and promoting countrywide cohesion, tolerance and integration (NCIC Act, 2008). NCIC in partnership with the MOEST and being supported by the UNICEF developed guidelines through consultative processes for the establishment of peace clubs. This is in cognizance of the significant role the students play in nation building and their potential in making a difference in fighting discrimination on the basis of ethnicity and other traits that undermine cohesion and integration. The clubs are used as a platform to promote good relations, harmony and peaceful co-existence amongst students and between schools and their communities. However, the researchers did not study the members of the school community so as to determine whether peace clubs enhance discipline of students. It was for this reason that there is need to find out the influence of peace clubs on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County.

2.6 Theoretical framework

This study was based on the Social Learning Theory. The principles of this theory put it clear that retention depends on the context and motivation can either be intrinsic or

extrinsic. According to Bandura, (1971 & 1973) this theory considers a person to be more passive than the cognitive development theories do. The theory states that students should be motivated by their environment. Learning is a continuous process and most changes occur gradually. In social learning theory, learning is mainly through observation. When students observe teachers, they learn to imitate or avoid certain behaviours. The student will behave the same way the teacher behaves.

However, even if the role models can be good examples, a student does not learn from observation only, he or she has to concentrate and be motivated so as to repeat the behaviour. The children are supposed to be given an opportunity to learn how to deal with one another in a peaceful way through the role-play and videos with good examples. These positive experiences can help them to build confidence in their own peace-building skills.

The theory was therefore relevant to this study because students discipline is influenced by peace education strategies. Students may learn good behaviour by observing and imitating their teachers. If teachers use peace education strategies in solving discipline problems among students, the students would also apply the same methods in solving conflicts amongst themselves. However if the teachers relate well with each other also the students would have good relationship among themselves. When peace messages are preached to them by their teachers and the administration, they would also preach the peace messages to other students hence enhance discipline. When the students observe the well behaved students being rewarded they would also make effort in behaving well so as to be rewarded like their schoolmates.

The theory was therefore relevant to this study because students discipline is influenced by peace education strategies. Students may learn good behaviour by observing and imitating their teachers. If teachers use peace education strategies in solving discipline problems among students, the students would also apply the same methods in solving conflicts amongst themselves. However if the teachers relate well with each other also the students would have good relationship among themselves. When peace messages are preached to them by their teachers and the administration, they would also preach the peace messages to other students hence enhance discipline. When the students observe the well behaved students being rewarded they would also make effort in behaving well so as to be rewarded like their schoolmates.

2.7 Conceptual Framework

A conceptual framework helps to explain graphically in a narrative form the variables that are to be studied as well as the relationship between them (Mutai, 2001). This study was concerned with peace education strategies and their influence on discipline in public high schools in Kibwezi west constituency in Makueni County.

The report is guided by the conceptual framework as shown in Figure 1.

Independent variables

Intervening Variables

Peace Education Strategies

Dependent Variable

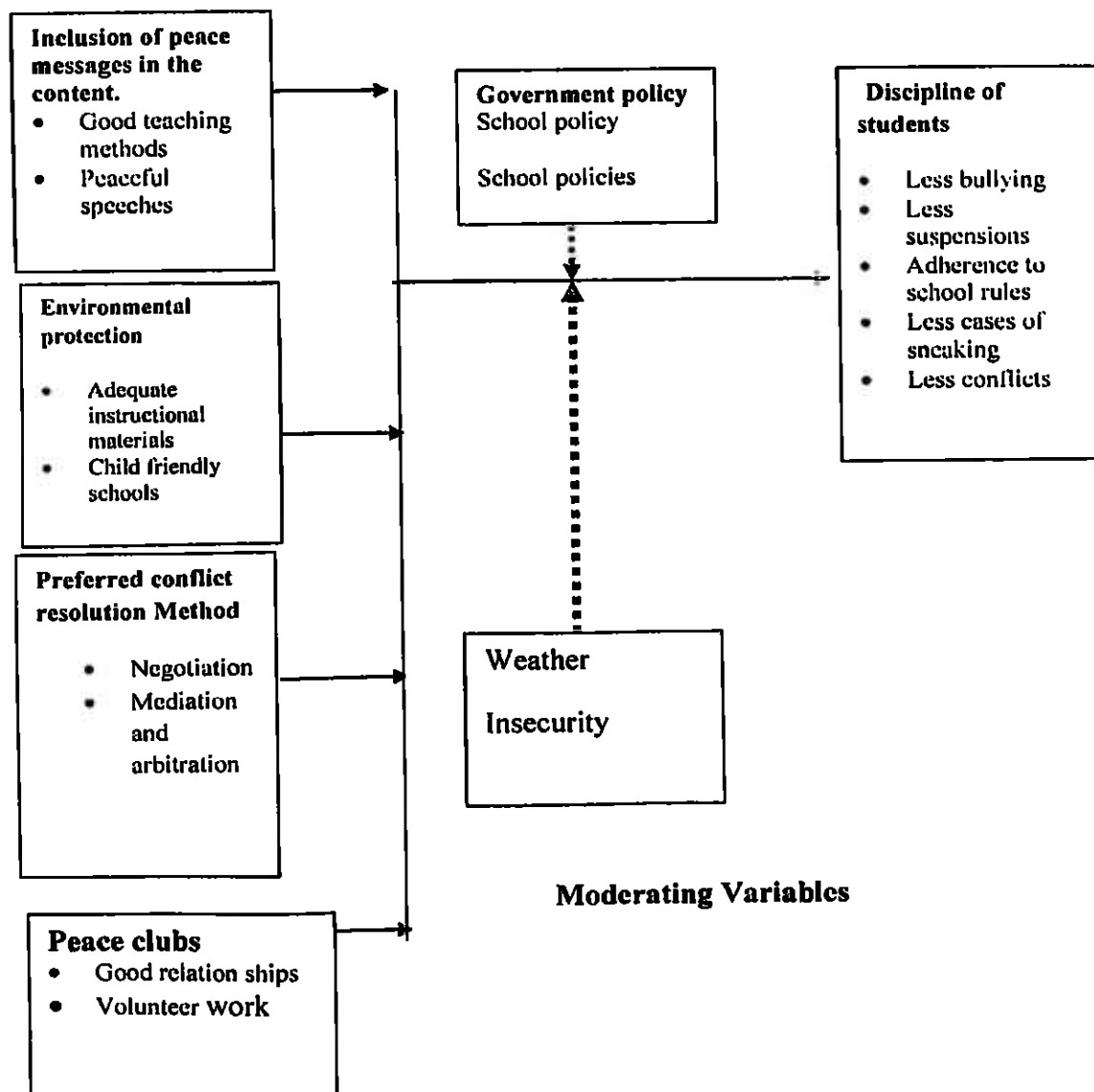


Figure 1: Conceptual Framework

The peace education strategies such as inclusion of peace messages in the content, environmental protection, preferred conflict resolution methods and peace clubs can influence the discipline of students in public secondary schools. The intervening variables in this study are the government policies and school policies. The

intervening variables are integrated in the study to minimize their effects on the study findings.

2.8 Knowledge Gaps

Most cases of indiscipline emerge from the secondary schools in terms of time, scope, and cost and translate this to success or failure of the secondary school. Most researchers have been carrying their studies without involving all the members of the school community. This study was different in that it looked at all members of the school community who included: principals, deputy principals, guidance and counseling teachers, B.O.M. members and student representative council. The earlier researchers had been focusing on ways of solving discipline problems without considering peace education strategies. However this study emphasized on the peace education strategies in enhancing the discipline of students in secondary schools.

2.9 Summary of the Literature Review

The reviewed literature showed that the problem of indiscipline is common in public secondary schools. The literature review also reviews that poor management of the school contribute to indiscipline in secondary schools. For example, a school principal who is too harsh to the students and does not hold dialogue with the students may contribute to indiscipline cases in the school. Peace education strategies like inclusion of peace messages in the content of instruction, environmental protection, use of preferred conflict resolution strategies and peace clubs have a positive impact on students discipline in secondary schools.

A discipline management plan is important as it helps manage activities of a school; it should be drafted irrespective of whether indiscipline cases are identified before the school is begun or in the continuation of running the secondary school. Discipline management plan determines how cases of indiscipline will be identified, monitored, controlled and eliminated. Stakeholders shape secondary schools in early stages through planning. Implementation should always consider indiscipline cases in early stages through planning. Implementation should always consider the cases of indiscipline in the secondary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was concerned with the appropriate methodology of the study used. It contained the research design of the study, target population, sample procedure and sample size, data collection instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques, piloting, operationalization of variables and ethical issues.

3.2 Research Design

The main purpose of the study was to determine the influence of peace education strategies on discipline of students in public secondary schools in Kibwezi West Constituency. The study used exploratory research design. Creswell (2014) argues that this research design is ideal when there are few or no earlier studies to refer to. Through gaining insights and familiarity then later investigations, could be based on what this type of research established. Exploratory design helps ground a picture of a situation being developed as it helps one to familiarize with the basic details, settings and concerns while generating new ideas and assumptions and developing hypothesis at the same time (Thompson et al 2005). Research of all types can be addressed by this type of design thus its flexibility is evident. Since exploratory research design looks at studies that do not have prior studies to refer to, the study did not provide conclusive answers to problems and issues but it rather gave guidance on what future research will be conducted. This research design is often used to establish an understanding of how one can best proceed in studying an issue or what methodology would effectively apply to gathering information about an issue.

Influence of peace education strategies on discipline in public secondary schools in study case is a new concept in the Kenyan education system. Dynamics are also different; in this study the B.O.M. members are also part of the stakeholders of the school and in most cases analysis of indiscipline cases is usually ignored. The study helped to look for ideas and insights that might be useful in conducting future studies of this nature.

3.3 Target Population

According to Ngechu (2004), target population is the specific population about which information is to be collected. It is a well-defined or specified set of people, group of things, households, schools, firms, elements or events which are being investigated. The target population of this study comprised of school Principals, students' representative leaders, Guidance and Counselling teachers, Deputy Principals who are the discipline masters and B.O.M. members in 20 public secondary schools in Kibwezi West constituency in Makueni County. It was hoped that different stakeholders would provide the necessary information on the enhancement of discipline of students in secondary schools. The target population had been selected in totality to meet the specific objectives of the study. The study used a target population of 240 as shown by Table 3.1.

Table 3.1 Target population of the study

No.	Category	No. of respondents
1.	School Principals	20
2.	Deputy Principals	20
3.	Guidance and Counselling teachers	20
4.	Student representative leaders	160
5.	B.O.M. members	20
	Total	240

3.4 Sampling Procedure and Sample Size

According to Mugenda and Mugenda (1999), a sample is the representative of a population. Simple Random sampling refers to the part of the sampling technique in which every sample has an equal probability of being chosen. A simple random sampling method was appropriate for this study because it is applicable in a finite population and where the universe is homogenous. The sampling procedure involved writing the name of the school on a piece of paper, folding it well and putting it in a common box. These folded papers were then mixed up and without checking them, the required papers were then picked without replacement. All the respondents were chosen by using simple random sampling. The school principals were sampled because they are involved in the implementation of school policies. The deputy principals are the discipline masters hence they could give the relevant information. However the guidance and counseling teachers are involved in counseling the indisciplined students hence they were relevant in the study. The student leaders on the other hand are always in close contact with the other students hence they could give relevant information. B.O.M. members are involved in management of the

school hence they were useful in the study. Every member of the population had the same opportunity of being chosen in the sample (Kothari, 2008). The method ensured that there was no bias because the sample was chosen randomly. This method is also one of the simplest forms of collecting data from the entire population. The sample size is shown by Table 3.2.

Table 3.2: Sample size

Respondent	Target population	Sample percentage	Sample size
School Principals	20	50.0	10
Deputy Principals	20	50.0	10
Guidance and Counselling teachers	20	50.0	10
Student representative leaders	160	12.5	20
B.O.M. members	20	50.0	10
Total	240		60

3.5 Methods of Data Collection

In the study the researcher used Questionnaires and Interview guides for data collection.

3.5.1 Questionnaires

A questionnaire is a set of carefully selected and ordered questions used in survey studies (Kim 2009). According to Mugenda (2009) questionnaires are commonly used to obtain important information about a given population. The questionnaires were used for the school Principals, Deputy Principals, Guidance and Counselling teachers and the student leaders. Questionnaires were used because they are very simple and clear. Most of the members of the school community in Kibwezi west have high levels of education thus questionnaires were appropriate for them. On the other hand, the questionnaires were structured and the researcher was present when administering to help the respondents in clarifying issues. The structured questionnaires are usually easy to analyze. The questionnaires were divided into Seven sections. Section A looked at the respondents' demographic information, section B, C, D and E concentrated on the variables of the study, section F looked at the challenges and section G was on the solutions to the challenges.

3.5.2 Interview Guides

An interview guide is a set of questions that the interviewer asks when interviewing (Mugenda & Mugenda, 2003). Kothari (2004) further asserts that interview guide involves presentation of oral verbal stimuli and reply in terms of oral verbal responses. Interview guides were used for key informants of the study who were the B.O.M. members of secondary schools. An interview guide was used in order to obtain the needed data from different B.O.M. members. Due to flexibility of this tool, the interviewer adapted to situation thus was able to get as much information as possible. The questions were simple and clear for accurate responses. For accurate recording of data, there was asking and writing at the same time.

3.6 Validity of Research Instrument

According to Mugenda & Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study and it deals with how accurately the data obtained in the study represents the variables of the study. The study had indicators that were used while developing the research instruments. With the help of the experts in peace education, administration and other stakeholders in discipline management, validity of the study was achieved.

3.7 Reliability of Research Instrument

Reliability refers to the stability of the devices used during the study to get data. Reliability is used to measure how consistent the results from the test are (Zulueta and Constales, 2004). The Test-retest method was used to measure reliability of the research instruments. The method ensured that the measurements obtained in one sitting were both representative and stable over time. The test-retest method is one of the simplest ways of testing the stability and reliability of an instrument over time. Pilot study was carried out in Two public secondary schools. The questionnaires were administered to the sample population selected for pilot study. The instruments were administered again to the same sample population after one week. The researcher used the responses to weigh whether the questionnaire would help the research in terms of getting the required information. The questionnaires were given to the respondents to fill in the presence of the researcher in order to know whether they were experiencing any problem in filling them. The researcher was able to probe the participants and give explanation and clarification where necessary as regards the problem under study.

Data collection took Two weeks; this is because appointment was scheduled before meeting stakeholders such as the school principals, deputy principals and Guidance and Counseling teachers. Since the questionnaires were researcher administered, the researcher took a lot of time unlike in the case of respondent administered.

3.8 Piloting

Piloting was done in Kaunguni Secondary School and Kamboo Secondary School. These schools were not included in the actual study. Piloting helps in identifying any errors in the research instruments and dealing with them on time. (Mugenda, 1999).

3.9 Data Collection Procedures

Once the data collection instruments were ready, the researcher applied for an introductory letter from the University of Nairobi. Then after receiving the introductory letter, the researcher applied for a research permit at the National Commission for Science, Technology and Innovation to allow the researcher to conduct the research in Kibwezi West Constituency, Makueni County. The researcher reported to the County Commissioner and the County Director of Education, Makueni County before embarking on the study. The researcher then contacted school principals through letters and thereafter made arrangements for actual school visits to conduct the interviews.

3.10 Data Analysis Techniques

The study utilized both qualitative and quantitative methods of data analysis. For qualitative data, there was transcribing of the information followed by writing up of memos and analyzing notes. Thematic analysis was used where the scholar grouped

information basing on emergent themes then a quick summary undertaken. Braun and Clarke (2006) argued that thematic analysis should be a foundational method for

3.11 Operationalization of Variables.

Operationalization is the putting into practically the theories and strategies so as to ensure that the goals and objectives of the organization are achieved. In the context of this study, the research concepts and objectives were operationalized to make them measurable.

Table 3.3: Operationalization of variables.

Objectives	Variables	Indicators	Measurement Scale	Analysis
To determine the influence of inclusion of peace messages in the content of instruction on discipline of students in public high schools.	Independent -peace messages	-Reduced fights -Less noise making	Nominal	Frequency percentage
To establish the influence of environmental protection on discipline of students in public high schools.	Independent - Environmental protection	-Improved teacher-student relationship -Less school drop-outs	Nominal	Frequency percentage
To establish the influence of preferred conflict resolution methods on discipline of students in public high schools.	Independent -Preferred conflict resolution methods.	-Adherence to school rules -Less disagreements	Nominal	Frequency percentage
To determine the influence of peace clubs on discipline of students in public secondary schools.	Independent -Peace Clubs	-Volunteer work. -Improved relationship	Nominal	Frequency percentage
	Dependent -Discipline of students.	-Less bullying -Less suspensions	Nominal	Frequency percentage

3.12 Ethical Issues

Data was collected from public secondary schools in Kibwezi West Constituency, Makueni County. The respondents consent was sought before collection of data. None of the respondents was forced to give out information and in case they wished not to participate in the study, they would be free to do so. Further, they were informed that the purpose of the information was academics thus the information would not be used for any other reason.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF
FINDINGS.

4.1 Introduction

This chapter shows how data was presented and interpreted using descriptive statistics, frequency distribution Tables and percentages. The study was based on the influence of peace education strategies on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, Kenya. The study sought to examine the extent to which the inclusion of peace messages in the content of instruction, environmental protection, preferred conflict resolution methods and peace clubs influence the discipline of students in high secondary schools.

4.2 Instrument return rate

4.2.1 Questionnaire Return Rate

There were 60 questionnaires which were administered to the Principals, Deputy Principals, Guidance and Counselling teachers and student leaders in 10 public high schools in Kibwezi West Constituency. All the Principals returned their questionnaires which were 10 (100%) in number. The 10 Deputy Principals, 10 Guidance and Counselling teachers and 20 student leaders returned all their questionnaires. The researcher was patient in waiting for all the respondents to fill and return their questionnaires so as to get the actual data. None of the respondents declined to fill his/her questionnaire. This response rate was representative enough and conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate, 60% is good and 70% and above is excellent for analysis and statistical reporting. The questionnaires return rate is shown in Table 4.1

Table 4.1: Questionnaire return rate

Respondents	Sample	Returned	Percentage (%)
Principals	10	10	100
Deputy Principals	10	10	100
Guidance and Counselling teachers	10	10	100
Student leaders	20	20	100
Total	50	50	

Out of the 10 questionnaires issued to the Principals, 10 (100%) were returned. Out of the 10 questionnaires for the Deputy Principals, 10 (100%) were returned. Out of the 10 questionnaires administered to the Guidance and Counseling teachers, 10 (100%) were returned. The student leaders were issued with 20 questionnaires and the 20 (100%) were returned. Therefore the questionnaire return rate was 100%. This means that all the respondents were co-operative in filling and returning of the questionnaires.

4.2.2 Interview response rate.

10 B.O.M. members were sampled to be interviewed. The researcher had organized with them to meet in one high school. However, out of the 10 B.O.M. members 9 (90%) turned up for the interview. 1 (10%) did not come for the interview. The number which turned up for the interview gave the needed data.

4.3 Demographic information of the study population

This shows the respondent's gender, age, marital status, level of education, category of the school, size of the school, gender of the school, number of teachers, number of students and length of service. This information was relevant to the study since it had a bearing on the respondent to provide valid information. The information is represented in Table 4.2.

Table 4.2: Demographic information of the Principals

Respondent	Demographic information	Variable	Frequency	Percentage (%)
Principals	Gender	Male	8	80
		Female	2	20
	Age in years	30-39	0	0
		40-49	7	70
		50 and above	3	30
	Marital status	Married	9	90
		Single	1	10
	Education level	B.Ed	5	50
		Masters	5	50
	Experience in years	1-5	3	30
6-10		3	30	
Above 10		4	40	

Table 4.2 shows that the highest number of the Principals in the high schools studied was male (80%) compared to female Principals who were (20%). This shows that male teachers are preferred in heading secondary schools because they are to be strict in matters related to discipline. Out of the 10 Principals, 7 (70%) had between 40 and 49 years and 3 (30%) had 50 and above years. None of them was below 40 years. This

shows that all the Principals were mature enough to deal with cases of indiscipline in the schools. 9 (90%) Principals were married meaning that they had their own families hence they could relate well with the students like their children. Out of the 10 Principals, 5 (50%) had Bachelors degree while 5 (50%) had Masters Degree. This means that all Principals were qualified and had the relevant knowledge on dealing with indiscipline cases. However, out of the 10 Principals, 3 (30%) had an experience of between 1 and 5 years, 3 (30%) had between 6 and 10 years experience and 4 (40%) had 10years and above experience as Principals. This shows that a number of the Principals had a great experience in matters related to discipline. The Principal is very instrumental administrator in an institution, especially in matters related to students' discipline. Therefore the experience and qualification of Principals can reflect on discipline in any given institution.

Table 4.3: Category of the school

Category	Frequency	Percentage (%)
Extra-county	1	10
County	2	20
Sub-county	7	70
Total	10	100

Table 4.3 shows that only 1 (10%) school was extra-county, 2 (20%) were county schools and 7 (70%) schools were sub-county. Therefore majority of the schools were sub-county schools meaning that it is easier to control the indiscipline cases among the students. It is also easier to reach the parents or the guardians of the students who are indiscipline in time. The administration can also identify the background of the students without much strain because most of them could be residing from nearby homes.

Table 4.4: Size of the school

	Frequency	Percentage (%)
Single stream	3	30
Double stream	4	40
Triple stream	2	20
Four streams	1	10
Above Four streams	0	0
Total	10	100

According to Table 4.4, 3 (30%) out of the 10 schools had a single stream, 4 (40%) had double streams, 2 (20%) had three streams and only 1 (10%) had Four streams. This means that the discipline of the students can easily be monitored. There was no school with more than four streams meaning the students' enrolment was not too large for the administration to handle the indiscipline cases from therein resulting.

Table 4.5: Demographic information of Deputy Principals

Respondent	Demographic factors	Variable	Frequency	Percentage (%)
Deputy Principals	Gender	Male	4	40
		Female	6	60
	Age in years	20-29	0	0
		30-39	3	30
		40-49	7	70
		50 and above	0	0
	Marital status	Married	10	100
		Single	0	0
	Education Level	PhD	0	0
		Masters	1	10
		B.Ed	9	90
	Length of Service	Less than 1 year	1	10
		1-5 years	6	60
		6-10 years	3	30
Above 10 years		0	0	

Table 4.5 shows that most of the Deputy Principals, 6 (60%) were female and the rest, 4 (40%) were male. Out of the 10 Deputy Principals, 3 (30%) were aged between 30 and 39 years while 7 (70%) were aged between 40 and 49 years. None of them was below 30 years. This shows that they were all mature enough to tackle matters related to discipline in the high schools. All the 10 Deputy Principals were married meaning that they are able to deal with students of different ages. They are able to solve conduct problems the way they solve in their families. Regarding the level of education of the Deputy Principals, 1 (10%) had masters degree and the other 9 (90%) had Bachelors degree. This means that all the Deputy Principals were qualified. On the side of length of service, 1 (10%) had served for less than 1 year, 6 (60%) had served for between 1 and 5 years and 3 (30%) had served as Deputy Principals for between 6 and 10 years. None of the Deputy Principals had served for over 10 years. The Deputy Principal is the discipline master in all the secondary schools. Therefore Table 4.5 shows that most Deputy Principals had a long experience hence in a better position in dealing with cases of indiscipline.

Table 4.6: Demographic information of Guidance and Counselling teachers

Respondent	Demographic factors	Variable	Frequency	Percentage (%)
Guidance and Counselling Teachers	Gender	Male	1	10
		Female	9	90
	Age in years	20-29	0	0
		30-39	4	40
		40-49	6	60
		50 and above	0	0
	Marital status	Married	8	80
		Single	2	20
	Education Level	PhD	0	0
		Masters	0	0
		B.Ed	9	90
		Diploma	1	10
	Length of Service	Less than 1 year	3	30
		1-5 years	4	40
6-10 years		3	30	
Above 10 years		0	0	

Table 4.6 shows that 9 (90%) out of the 10 Guidance and Counselling teachers were female while the male was only 1 (10%). Female teachers are known to be very friendly to students and have mothers' love hence the students can easily disclose their problems to them. Therefore that is why most schools prefer female Guidance and Counselling teachers than male. Out of the 10 Guidance and Counselling teachers, 4 (40%) were between 30 and 39 years and 6 (60%) were between 40 and 49 years. There was none who was below 30 years and none who was above 50 years. This shows that all the Guidance and Counselling teachers were mature enough to deal with cases of indiscipline. Regarding the marital status, 8 (80%) were married and 2 (20%) were single. This means that a great percentage of Guidance and Counselling teachers had their own families hence can deal with students with cases of indiscipline without difficulties. There were 9 (90%) Guidance and Counselling

teachers who had a Bachelors degree and only 1 (10%) with a Diploma meaning they were qualified. Out of the 10 Guidance and Counselling teachers, 3 (30%) had been in their current station for less than 1 year, 4 (40%) for between 1 and 5 years and 3 (30%) for between 6 and 10 years. This means that most of the teachers were not new in their current station hence they were familiar with most of the students. The Guidance and Counselling teachers are the most important pillars in supporting the administration as they have a direct link with the students.

Table 4.7: Demographic information of the student leaders

Respondent	Demographic information	Variable	Frequency	Percentage (%)
Student Leaders	Gender	Male	12	60
		Female	8	40
	Age in years	12-14	0	0
		15-17	4	20
		18-20	16	80
		Above 20	0	0
		Class	Form 1	0
	Form 2	2	10	
	Form 3	6	30	
	Form 4	12	60	

Table 4.7 shows that out of the 20 student leaders sampled, 12 (60%) were male and 8 (40%) were female. 4 (20%) of the leaders were between 15 and 17 years and 16 (80%) had between 18 and 20 years. None of the leaders was below 15 years. This meant that all the student leaders had a high level of maturity and could enhance discipline of the other students. 2 (10%) leaders were in Form 2, 6 (30%) in Form 3 and 12 (60%) in Form 4. There was no student leader in Form 1. Therefore all the

student leaders were suitable as they could understand school rules and regulations hence assist the teachers in improving discipline of the students as the great number was from the senior classes. Student leaders could easily identify any funny behavior cropping from the other students. This is because they interact with the other students at a close range compared to the other members of the school community.

4.4 The influence of inclusion of peace messages in the content of instruction on discipline of students in public high schools in Kibwezi West Constituency.

The first objective was on the influence of inclusion of peace messages in the content of instruction on discipline of students in high schools in Kibwezi West Constituency. To achieve this objective the respondents were asked to react to several statements. The statements were presented in Five points to show the extent of agreement or disagreement: 5- strongly agree (SA), 4-agree (A), 3- undecided (U), 2-disagcc (D) and 1- strongly disagree (SD).

4.4.1 Principals' Responses on the influence of peace messages in the content of instruction.

The study sought to determine the influence of peace messages in the content of instruction on discipline of students in public high schools in Kibwezi West Constituency, Makueni County. The findings of the study are presented in Table 4.8

Table 4.8: Principals responses' on influence of peace messages in the content of instruction

Statement		SA	A	U	D	SD	T
Inclusion of peace messages your speech when addressing students enhances the students' discipline.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
Inclusion of peace messages in the content of instruction when teaching enhances the discipline of students.	F	1	9	0	0	0	10
	%	10	90	0	0	0	100
The inclusion of peace messages in the content of instruction has contributed in improvement of discipline of students.	F	1	9	0	0	0	10
	%	10	90	0	0	0	100

F - Frequency

The findings of the study indicated that 6 (60%) of the Principals strongly agreed and 4 (40%) of the Principals agreed that the inclusion of peace messages in the speech when addressing students enhance the students' discipline. None of the Principals disagreed. Out of the 10 Principals sampled, 1 (10%) strongly agreed and 9 (90%) Principals agreed that inclusion of peace messages in the content of instruction when teaching enhance the discipline of students. The findings of the study showed that out of the studied Principals, 1 (10%) strongly agreed and (90%) agreed that the inclusion of peace messages in the content of instruction had contributed in improvement of discipline of students. Therefore according to the Principals' responses the inclusion of peace messages in the content of instruction influence the discipline of students in public secondary schools in Kibwezi West Constituency.

4.4.2 Deputy Principals' responses on the influence of peace messages in the content of Instruction

The study sought to determine the influence of peace messages in the content of instruction on discipline of students in high schools in Kibwezi West Constituency.

The findings of the study are presented in Table 4.9

Table 4.9: Deputy Principals' responses on influence of peace messages in the content of instruction

Statement		SA	A	U	D	SD	T
Inclusion of peace messages in your speech when addressing students enhances students' discipline.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
Inclusion of peace messages in the content of instruction when teaching enhances the discipline of students.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
The inclusion of peace messages in the content of instruction has contributed in the improvement of discipline of students.	F	2	8	0	0	0	10
	%	20	80	0	0	0	100

The study established that 6 (60%) of the Deputy Principals strongly agreed and 4 (40%) of the Deputy Principals agreed that the inclusion of peace messages in their speech when addressing students enhanced students' discipline. Out of the 10 Deputy Principals studied, 6 (60%) strongly agreed and 4 (40%) agreed that inclusion of peace messages in the content of instruction when teaching enhanced the discipline of students. The results findings also showed that 2 (20%) of the Deputy Principals

strongly agreed and 8 (80%) agreed that inclusion of peace messages in the content of instruction had contributed in the improvement of discipline of students. Therefore the findings showed that all the Deputy Principals agreed that the inclusion of peace messages in the content of instruction influence discipline of students.

4.4.3 Guidance and Counselling teachers' responses on the influence of peace messages in the content of instruction.

The study sought to determine the influence of peace messages in the content of instruction on discipline of students in high schools in Kibwezi West Constituency, Makueni County. This is shown in Table 4.10

Table 4.10: Guidance and counseling teachers' responses on influence of peace messages in the content of instruction

Statement		SA	A	U	D	SD	T
Inclusion of peace messages in the content of instruction by the administrators in their speech when addressing students enhances students' discipline.	F	8	2	0	0	0	10
	%	80	20	0	0	0	100
Inclusion of peace messages in the content of instruction when teaching to enhances the discipline of students.	F	4	6	0	0	0	10
	%	40	60	0	0	0	100
The inclusion of peace messages in the content of instruction has contributed in the improvement of discipline of students.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100

Table 4.10 shows that 8 (80%) of the Guidance and Counselling teachers strongly agreed and 2 (20%) agreed that the inclusion of peace messages in the content of instruction by the administrators in their speech when addressing students enhance students' discipline. None of them was undecided or disagreed. Out of the 10 teachers studied, 4 (40%) strongly agreed and 6 (60%) agreed that the inclusion of peace messages in the content of instruction when teaching enhance the discipline of students. None of the Guidance and Counselling teachers disagreed. 6 (60%) strongly agreed and 4 (40%) agreed that the inclusion of peace messages in the content of instruction had contributed in the improvement of discipline of the students. Therefore from the findings all the Guidance and Counselling teachers agreed that the inclusion of peace messages in the content of instruction influence the discipline of students.

4.4.4 Student leaders' responses on the influence of peace messages in the content of instruction.

The study sought to determine the influence of peace messages in the content of instruction on discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are presented in Table 4.11.

Table 4.11: Student leaders' responses on influence of peace messages in the content of instruction.

Statement		SA	A	U	D	SD	T
Inclusion of peace messages by the administrators in their speech when addressing students enhances students' discipline.	F	10	10	0	0	0	20
	%	50	50	0	0	0	100
Inclusion of peace messages in the content of instruction by the teachers when teaching enhances the discipline of students.	F	14	6	0	0	0	20
	%	70	30	0	0	0	100
The inclusion of peace messages in the content of instruction has contributed in the improvement of discipline of students.	F	10	10	0	0	0	20
	%	50	50	0	0	0	100

The research findings in Table 4.11 show that 10 (50%) of the student leaders strongly agreed and 10 (50%) agreed that the inclusion of peace messages in the content of instruction by the administrators in their speech when addressing students enhance students' discipline. Out of the 20 student leaders studied, 14 (70%) strongly agreed and 6 (30%) agreed that inclusion of peace messages in the content of instruction by the teachers when teaching enhanced the discipline of students. The responses showed that 10 (50%) student leaders strongly agreed and 10 (50%) agreed that the inclusion of peace messages in the content of instruction had contributed in the improvement of discipline of students. Therefore according to the responses of student leaders, the inclusion of peace messages in the content of instruction influence the discipline of students.

4.4.5 B.O.M. members' responses on the influence of peace messages in the content of instruction.

The study sought to determine the influence of peace messages in the content of instruction on discipline of students in high schools in Kibwezi West Constituency, Makueni County. Out of the 9 B.O.M. members interviewed, the 9 (100%) agreed that the inclusion of peace messages in the content of instruction when the students are being addressed had improved the discipline of students. None of them disagreed. Therefore the results of B.O.M. members show that inclusion of peace messages in the content of instruction influence the discipline of students in public secondary schools.

4.5 The influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makueni County.

The second objective was on the influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makueni County. To achieve this objective, the respondents were to react to the given statements. The responses were presented as, 5- Strongly agree (SA), 4- Agree (A), 3- Undecided (U), 2- Disagree (D) and 1- Strongly disagree (SD).

4.5.1 Principals' responses on the influence of environmental protection on discipline.

The study sought to establish the influence of environmental protection on the discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are presented in Table 4.12

Table 4.12: Principals' responses on influence of environmental protection on discipline

Statement		SA	A	U	D	SD	T
Adequate instructional materials enhance students' discipline in the school.	F	5	4	0	1	0	10
	%	50	40	0	10	0	100
The concept of Child Friendly Schools has enhanced discipline in the school.	F	3	6	0	0	1	10
	%	30	60	0	0	10	100
The ban of corporal punishment has improved the discipline of students.	F	2	1	1	5	1	10
	%	20	10	10	50	10	100
Good relationship between the principal and students enhances discipline of the students.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
Environmental protection influences the discipline of students in secondary schools.	F	4	6	0	0	0	10
	%	40	60	0	0	0	100

According to the research findings, the Principals' responses showed that 5 (50%) strongly agreed that adequate instructional materials enhance students' discipline in the school, 4 (40%) agreed and 1 (10%) disagreed. None was undecided and none strongly disagreed. Also 3 (30%) strongly agreed that the concept of Child Friendly Schools has enhanced discipline in the school, 6 (60%) agreed and 1 (10%) strongly disagreed. None of the Principals was undecided and none disagreed. Out of the 10 Principals 2 (20%) strongly agreed that the ban of corporal punishment has improved discipline of the students, 1 (10%) agreed, 1 (10%) was undecided, 5 (50%) disagreed and 1 (10%) strongly disagreed. The responses showed that 6 (60%) strongly agreed that good relationship between the principal and the students enhance discipline of the students and 4 (40%) agreed. None of the Principals was undecided, none disagreed and none strongly disagreed. Out of the 10 Principals, 4 (40%) strongly agreed that environmental protection influence the discipline of students and 6(60%) agreed. No principal was undecided, none disagreed and none strongly disagreed. Therefore

according to the Principals' responses, environmental protection influence the discipline of students in secondary schools.

4.5.2 Deputy Principals' responses on the influence of environmental protection on discipline

The study sought to establish the influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are recorded in Table 4.13

Table 4.13: Deputy Principals' responses on influence of environmental protection on discipline

Statement		SA	A	U	D	SD	T
Adequate instructional materials enhance students' discipline in the school.	F	3	7	0	0	0	10
	%	30	70	0	0	0	100
The concept of Child Friendly Schools has enhanced discipline in the school.	F	3	6	0	1	0	10
	%	30	60	0	10	0	100
The ban of the corporal punishment has improved the discipline of students.	F	1	0	0	6	3	10
	%	10	0	0	60	30	100
Good relationship between the Deputy principal and students enhances discipline of students.	F	3	6	1	0	0	10
	%	30	60	10	0	0	100
Environmental protection influences the discipline of students in secondary schools.	F	1	7	2	0	0	10
	%	10	70	20	0	0	100

According to the research findings, the Deputy Principals' responses showed that 3 (30%) strongly agreed that adequate instructional materials enhance students' discipline in the school and 7 (70%) agreed. None was undecided, none disagreed and none strongly disagreed. Also 3(30%) strongly agreed that the concept of Child Friendly Schools has enhanced discipline in the school, 6 (60%) agreed and 1 (10%) disagreed. None of the Deputy Principals was undecided and none strongly disagreed. Out of the 10 Deputy Principals 1 (10%) strongly agreed that the ban of corporal punishment has improved discipline of the students, 6 (60%) disagreed and 3 (30%) strongly disagreed. None of the Deputy Principals agreed and none was undecided. The responses showed that 3 (30%) strongly agreed that good relationship between the Deputy Principal and the students enhance discipline of the students, 6 (60%) agreed and 1 (10%) was undecided. None of the Deputy Principals disagreed and none strongly disagreed. Out of the 10 Principals, 1 (10%) strongly agreed that environmental protection influence the discipline of students, 7(70%) agreed and 2 (20%) were undecided. None of the Deputy Principals disagreed and none strongly disagreed. Therefore according to the Deputy Principals' responses, environmental protection influence the discipline of students in secondary schools.

4.5.3 Guidance and Counselling teachers' responses on the influence of environmental protection on discipline.

The study sought to establish the influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are presented in Table 4.14

Table 4.14: Guidance and Counselling teachers' responses on the influence of environmental protection on discipline.

Statement		SA	A	U	D	SD	T
Adequate instructional materials enhance students' discipline in the school.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
The concept of Child Friendly Schools has enhanced discipline in the school.	F	5	5	0	0	0	10
	%	50	50	0	0	0	100
The ban of the corporal punishment has improved the discipline of students.	F	2	1	1	3	3	10
	%	20	10	10	30	30	100
Guidance and Counselling enhances the students' discipline.	F	8	2	0	0	0	10
	%	80	20	0	0	0	100
Environmental protection influences the discipline of students in secondary schools.	F	4	6	0	0	0	10
	%	40	60	0	0	0	100

According to the research findings, the Guidance and Counselling teachers responses showed that 6 (60%) strongly agreed that adequate instructional materials enhance students' discipline in the school and 4 (40%) agreed. None was undecided, none disagreed and none strongly disagreed. Also 5 (50%) strongly agreed that the concept of Child Friendly Schools has enhanced discipline in the school and 5 (50%) agreed. None of the Guidance and Counselling teachers was undecided , none disagreed and none strongly disagreed. Out of the 10 Guidance and Counselling teachers, 2 (20%) strongly agreed that the ban of corporal punishment has improved discipline of the students, 1 (10%) agreed, 1 (10%) was undecided, 3 (30%) disagreed and 3 (30%) strongly disagreed. The responses showed that 8 (80%) strongly agreed that Guidance and Counselling enhance discipline of the students and 2 (20%) agreed. None of the Guidance and Counselling teachers was undecided, none disagreed and none strongly

disagreed. Out of the 10 Guidance and Counselling teachers, 4 (40%) strongly agreed that environmental protection influence the discipline of students and 6(60%) agreed. None of the teachers was undecided, none disagreed and none strongly disagreed. Therefore according to the Guidance and Counselling teachers' responses, environmental protection influence the discipline of students in secondary schools.

4.5.4 Student leaders' responses on the influence of environmental protection on discipline.

The study sought to establish the influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are presented in Table 4.15

Table 4.15: Student leaders' responses on the influence of environmental protection on discipline

Statement		SA	A	U	D	SD	T
Adequate instructional materials enhance students' discipline in the school.	F	8	10	2	0	0	20
	%	40	50	10	0	0	100
The concept of Child Friendly Schools has enhanced discipline in the school.	F	6	10	0	4	0	20
	%	30	50	0	20	0	100
The ban of the corporal punishment has improved the discipline of students.	F	0	2	6	8	4	20
	%	0	10	30	40	20	100
Good relationship between the teachers and students enhance the discipline of students.	F	16	4	0	0	0	20
	%	80	20	0	0	0	100
Environmental protection influences the discipline of students in secondary schools.	F	8	10	2	0	0	20
	%	40	50	10	0	0	100

According to the research findings, the student leaders responses showed that 8 (40%) strongly agreed that adequate instructional materials enhance students' discipline in the school, 10 (50%) agreed and 2 (10%) were undecided. None of them disagreed and none strongly disagreed. Also 6 (30%) strongly agreed that the concept of Child Friendly Schools has enhanced discipline in the school, 10 (50%) agreed and 4 (20%) disagreed. None of the student leaders was undecided and none strongly disagreed. Out of the 10 student leaders, 2 (10%) agreed that the ban of corporal punishment has improved discipline of the students, 6 (30%) were undecided, 8 (40%) disagreed and 4 (20%) strongly disagreed. None of the student leaders strongly agreed.

The responses showed that 16 (80%) strongly agreed that good relationship between the teachers and students enhance the discipline of students and 4 (20%) agreed. None of the student leaders was undecided, none disagreed and none strongly disagreed. Out of the 10 student leaders, 8 (40%) strongly agreed that environmental protection influence the discipline of students, 10 (50%) agreed and 2 (10%) were undecided. None of the student leaders disagreed and none strongly disagreed. Therefore according to the student leaders' responses, environmental protection influence the discipline of students in secondary schools.

4.5.5 B.O.M. members' responses on the influence of environmental protection on discipline

The study sought to determine the influence of environmental protection on discipline of students in high schools in Kibwezi West Constituency, Makeni County. Out of the 9 B.O.M. members interviewed, the 9 (100%) agreed that environmental protection had improved the discipline of students. None of them disagreed. The

results show that environmental protection influence the discipline of students in secondary schools.

4.6 The influence of preferred conflict resolution methods on discipline of students in high schools in Kibwezi West Constituency, Makueni County.

The third objective was on the influence of preferred conflict resolution methods on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County. To achieve the objective the respondents were to react to various statements. The responses were presented as 5 – Strongly agree (SA), 4 – Agree (A), 3 – Undecided (U), 2 – Disagree (D) and 1 – Strongly disagree (SD).

4.6.1 Principals' responses on the influence of preferred conflict resolution methods on discipline.

The Principals were asked to rate how the statements given on Table 4.16 influence the discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County. The responses are presented in Table 4.16

Table 4.16: Principals' responses on the influence of preferred conflict resolution methods on discipline.

Statement		SA	A	U	D	SD	T
Involvement of students in making of the school and classroom rules enhances the students' discipline.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
Use of negotiation method in solving conflicts promotes the discipline of students.	F	5	5	0	0	0	10
	%	50	50	0	0	0	100
Use of mediation and arbitration in solving conflicts enhances the discipline of students.	F	3	5	1	1	0	10
	%	30	50	10	10	0	100
The student representative council promotes the discipline of students.	F	3	6	1	0	0	10
	%	30	60	10	0	0	100
Preferred conflict resolution methods influence the discipline of students in secondary schools.	F	4	6	0	0	0	10
	%	40	60	0	0	0	100

The study findings show that 6 (60%) out of the 10 Principals strongly agreed that the involvement of students in making of the school and classroom rules enhance the students' discipline and 4 (40%) agreed. None of the Principals was undecided, none disagreed and none strongly disagreed. 5 (50%) of the Principals strongly agreed that use of negotiation method in solving conflicts promote the discipline of students and 5 (50%) agreed. There was no principal who was undecided, none disagreed and none strongly disagreed. Out of the 10 Principals, 3 (30%) strongly agreed that use of mediation and arbitration in solving conflicts enhance the discipline of students, 5(50%) agreed, 1 (10%) was undecided and 1 (10%) disagreed. None of the Principals strongly disagreed. Also according to the Principals' responses, 3 (30%) strongly agreed that the student representative council promote the discipline of students, 6 (60%) agreed and 1 (10%) was undecided. None of the Principals disagreed and none

strongly disagreed. 4 (40%) out of the 10 Principals strongly agreed that preferred conflict resolution methods influence the discipline of students in secondary schools and 6 (60%) agreed. None of them was undecided, none disagreed and none strongly disagreed. Therefore according to the Principals' responses, preferred conflict resolution methods influence the discipline of students in secondary schools.

4.6.2 Deputy Principals' responses on the influence of preferred conflict resolution methods on discipline.

The Deputy Principals were asked to rate how the statements given on Table 4.17 influence the discipline of students in high schools in Kibwezi West Constituency, Makueni County. The responses are presented in Table 4.17

Table 4.17: Deputy Principals' responses on the influence of preferred conflict resolution methods on discipline.

Statement		SA	A	U	D	SD	T
Involvement of students in making of the school and classroom rules enhances the students' discipline.	F	4	6	0	0	0	10
	%	40	60	0	0	0	100
Use of negotiation method in solving conflicts promotes the discipline of students.	F	3	7	0	0	0	10
	%	30	70	0	0	0	100
Use of mediation and arbitration in solving conflicts enhances the discipline of students.	F	3	5	1	1	0	10
	%	30	50	10	10	0	100
The student representative council promotes the discipline of students.	F	3	7	0	0	0	10
	%	30	70	0	0	0	100
Preferred conflict resolution methods influence the discipline of students in secondary schools.	F	2	7	1	0	0	10
	%	20	70	10	0	0	100

The study findings show that 4 (40%) out of the 10 Deputy Principals strongly agreed that the involvement of students in making of the school and classroom rules enhance the students 'discipline and 6 (60%) agreed. None of the Deputy Principals was undecided, none disagreed and none strongly disagreed. 3 (30%) of the Deputy Principals strongly agreed that use of negotiation method in solving conflicts promote the discipline of students and 7 (70%) agreed. There was no Deputy Principal who was undecided, none disagreed and none strongly disagreed. Out of the 10 Deputy Principals, 3 (30%) strongly agreed that use of mediation and arbitration in solving conflicts enhance the discipline of students, 5(50%) agreed, 1 (10%) was undecided and 1 (10%) disagreed. None of the Deputy Principals strongly disagreed.

Also according to the Deputy Principals' responses, 3 (30%) strongly agreed that the student representative council promote the discipline of students and 7 (70%) agreed. None of the Deputy Principals was undecided, none disagreed and none strongly disagreed. Then 2 (20%) out of the 10 Deputy Principals strongly agreed that preferred conflict resolution methods influence the discipline of students in secondary schools, 7 (70%) agreed and 1 (10%) was undecided. None of them disagreed and none strongly disagreed. Therefore according to the Deputy Principals' responses, preferred conflict resolution methods influence the discipline of students in secondary schools.

4.6.3 Guidance and Counselling teachers' responses on the influence of preferred conflict resolution methods on discipline.

The Guidance and Counselling teachers were asked to rate how the statements given on Table 4.18 influence the conduct of students in high schools in Kibwezi West Constituency, Makueni County. The responses are presented in Table 4.18

Table 4.18: Guidance and counseling teachers' responses on the influence of preferred conflict resolution methods on discipline.

Statement		SA	A	U	D	SD	T
Involvement of students in making of the school and classroom rules enhances the students' discipline.	F	4	6	0	0	0	10
	%	40	60	0	0	0	100
Use of negotiation method in solving conflicts promotes the discipline of students.	F	2	8	0	0	0	10
	%	20	80	0	0	0	100
Use of mediation and arbitration in solving conflicts enhances the discipline of students.	F	2	8	0	0	0	10
	%	20	80	0	0	0	100
The student representative council promotes the discipline of students.	F	6	3	0	1	0	10
	%	60	30	0	10	0	100
Preferred conflict resolution methods influence the discipline of students in high schools.	F	3	6	1	0	0	10
	%	30	60	10	0	0	100

The study findings show that 4 (40%) out of the 10 Guidance and Counselling teachers strongly agreed that the involvement of students in making of the school and classroom rules enhance the students' discipline and 6 (60%) agreed. None of the Guidance and Counselling teachers was undecided, none disagreed and none strongly disagreed. 2 (20%) of the Guidance and Counselling teachers strongly agreed that use of negotiation method in solving conflicts promote the discipline of students and 8

(80%) agreed. There was no Guidance and Counselling teacher who was undecided, none disagreed and none strongly disagreed. Out of the 10 Guidance and Counselling teachers, 2 (20%) strongly agreed that use of mediation and arbitration in solving conflicts enhance the discipline of students and 8(80%) agreed. None of them was undecided, none disagreed and none strongly disagreed. Also according to the Guidance and Counselling teachers' responses, 6 (60%) strongly agreed that the student representative council promote the discipline of students,3 (30%) agreed and 1 (10%) were undecided. None of the Guidance and Counselling teachers disagreed and none strongly disagreed. Then 3 (30%) out of the 10 Guidance and Counselling teachers strongly agreed that preferred conflict resolution methods influence the discipline of students in secondary' schools, 6 (60%) agreed and 1 (10%) was undecided. None of them disagreed and none strongly disagreed. Therefore according to the Guidance and Counselling teachers' responses, preferred conflict resolution methods influence the discipline of students in secondary schools.

4.6.4 Student leaders' responses on the influence of preferred conflict resolution methods on discipline.

The student leaders were asked to rate how the statements given on Table 4.19 influence the discipline of students in high schools in Kibwezi West Constituency, Makueni County. The responses are presented in Table 4.19

Table 4.19: Student leaders' responses on the influence of preferred conflict resolution methods on discipline

Statement		SA	A	U	D	SD	T
Involvement of students in making of the school and classroom rules enhances the students' discipline.	F	12	6	0	0	2	10
	%	60	30	0	0	10	100
Use of negotiation method in solving conflicts promotes the discipline of students.	F	10	10	0	0	0	10
	%	50	50	0	0	0	100
Use of mediation and arbitration in solving conflicts enhances the discipline of students.	F	8	10	2	0	0	10
	%	40	50	10	0	0	100
The student representative council promotes the discipline of students.	F	10	6	4	0	0	10
	%	50	30	20	0	0	100
Preferred conflict resolution methods influence the discipline of students in high schools.	F	6	12	2	0	0	10
	%	30	60	10	0	0	100

The study findings show that 12 (60%) out of the 20 student leaders strongly agreed that the involvement of students in making of the school and classroom rules enhance the students' discipline, 6 (30%) agreed and 2 (10%) strongly disagreed. None of the student leaders was undecided and none disagreed. 10 (50%) of the student leaders strongly agreed that use of negotiation method in solving conflicts promote the discipline of students and 10 (50%) agreed. There was no student leader who was undecided, none disagreed and none strongly disagreed. Out of the 20 student leaders, 8 (40%) strongly agreed that use of mediation and arbitration in solving conflicts

enhance the discipline of students, 10(50%) agreed and 2 (10%) were undecided. None of them disagreed and none strongly disagreed. Also according to the student leaders' responses, 10 (50%) strongly agreed that the student representative council promote the discipline of students,6 (30%) agreed and 4 (20%) were undecided. None of the student leaders disagreed and none strongly disagreed. Then 6 (30%) out of the 20 student leaders strongly agreed that preferred conflict resolution methods influence the discipline of students in high schools, 12 (60%) agreed and 2 (10%) were undecided. None of them disagreed and none strongly disagreed. Therefore according to the student leaders' responses, preferred conflict resolution methods influence the discipline of students in secondary schools.

4.6.5 B.O.M. members' responses on the influence of preferred conflict resolution methods on discipline

The study sought to determine the influence of preferred conflict resolution methods on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County. Out of the 9 B.O.M. members interviewed, the 9 (100%) agreed that use of preferred conflict resolution methods had improved the discipline of students. None of them disagreed. The findings therefore showed that preferred conflict resolution methods influence the discipline of students in high schools.

4.7 The influence of peace clubs on discipline of students in high schools in Kibwezi West Constituency, Makueni County.

The fourth objective was on the influence of peace clubs on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County. To achieve this objective, the respondents were to react to different statements. The

responses were presented as 5 – Strongly agree (SA), 4 – Agree (A), 3 – Undecided (U), 2 – Disagree (D) and 1 – Strongly disagree (SD).

4.7.1 Principals' responses on the influence of peace clubs on discipline.

The study sought to establish the influence of peace clubs on the discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are presented in Table 4.20

Table 4.20: Principals' responses on influence of peace clubs on discipline

Statement		SA	A	U	D	SD	T
Engaging students in peace clubs during free time promotes the discipline of students.	F	5	4	1	0	0	10
	%	50	40	10	0	0	100
Peace clubs reduce cases of ethnicity hence promoting discipline of students.	F	3	7	0	0	0	10
	%	30	70	0	0	0	100
Good relationship between the teachers and students enhances the discipline of students.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100
Peace clubs influence the discipline of students in secondary schools.	F	2	8	0	0	0	10
	%	20	80	0	0	0	100

According to the research findings, the Principals' responses showed that 5 (50%) strongly agreed that engaging students in peace clubs during free time promote the discipline of students, 4(40%) agreed and 1 (10%) was undecided. None disagreed and none strongly disagreed. Also 3 (30%) of them strongly agreed that peace clubs reduce cases of ethnicity hence promoting discipline of students and 7 (70%) agreed. None of the Principals was undecided, none disagreed and none strongly disagreed. Out of the 10 Principals 6 (60%) strongly agreed that good relationship between the

teachers and students enhance the discipline of students and 4 (40%) agreed. None was undecided, none disagreed and none strongly disagreed. The responses showed that 2 (20%) out of the 10 Principals strongly agreed that peace clubs influence the discipline of students in secondary schools and 8 (80%) agreed. None of the Principals was undecided, none disagreed and none strongly disagreed. Therefore according to the Principals' responses, peace clubs influence the discipline of students in secondary schools.

4.7.2 Deputy Principals' responses on the influence of peace clubs on discipline.

The study sought to establish the influence of peace clubs on discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are recorded in Table 4.21

Table 4.21: Deputy Principals' responses on influence of peace clubs on discipline

Statement		SA	A	U	D	SD	T
Engaging students in peace clubs during free time promote the discipline of students.	F	6	3	1	0	0	10
	%	60	30	10	0	0	100
Peace clubs reduce cases of ethnicity hence promoting discipline of students.	F	2	7	1	0	0	10
	%	20	70	10	0	0	100
Good relationship between the teachers and students enhance the discipline of students.	F	7	3	0	0	0	10
	%	70	30	0	0	0	100
Peace clubs influence the discipline of students in secondary schools.	F	3	7	0	0	0	10
	%	30	70	0	0	0	100

According to the research findings, the Deputy Principals' responses showed that 6 (60%) strongly agreed that engaging students in peace clubs during free time promote the discipline of students, 3 (30%) agreed and 1 (10%) was undecided. None

disagreed and none strongly disagreed. Also 2 (20%) strongly agreed that peace clubs reduce cases of ethnicity hence promoting discipline of students, 7 (70%) agreed and 1 (10%) was undecided. None of the Deputy Principals disagreed and none strongly disagreed. Out of the 10 Deputy Principals 7 (70%) strongly agreed that good relationship between the teachers and students enhance the discipline of students and 3 (30%) agreed. None was undecided, none disagreed and none strongly disagreed. The responses showed that 3 (30%) out of the 10 Deputy Principals strongly agreed that peace clubs influence the discipline of students in secondary schools and 7 (70%) agreed. None of the Deputy Principals was undecided, none disagreed and none strongly disagreed. Therefore according to the Deputy Principals' responses, peace clubs influence the discipline of students in high schools.

4.7.3 Guidance and Counselling teachers' responses on the influence of peace clubs on discipline.

The study sought to establish the influence of peace clubs on discipline of students in public secondary schools in Kibwezi West Constituency, Makeni County. The research findings are presented in Table 4.22

Table 4.22: Guidance and Counselling teachers' responses on the influence of peace clubs on discipline

Statement		SA	A	U	D	SD	T
Engaging students in peace clubs during free time promotes the discipline of students.	F	6	3	1	0	0	10
	%	60	30	10	0	0	100
Peace clubs reduce cases of ethnicity hence promoting discipline of students.	F	6	3	1	0	0	10
	%	60	30	10	0	0	100
Good relationship between the teachers and students enhances the discipline of students.	F	8	2	0	0	0	10
	%	80	20	0	0	0	100
Peace clubs influence the discipline of students in secondary schools.	F	6	4	0	0	0	10
	%	60	40	0	0	0	100

According to the research findings, the Guidance and Counselling teachers' responses showed that 6 (60%) strongly agreed that engaging students in peace clubs during free time promote the discipline of students, 3 (30%) agreed and 1 (10%) was undecided. None disagreed and none strongly disagreed. Also 6 (60%) strongly agreed that peace clubs reduce cases of ethnicity hence promoting discipline of students, 3 (30%) agreed and 1 (10%) was undecided. None of the Guidance and Counselling teachers disagreed and none strongly disagreed. Out the 10 Guidance and Counselling teachers 8 (80%) strongly agreed that good relationship between the teachers and students enhance the discipline of students and 2 (20%) agreed. None was undecided, none disagreed and none strongly disagreed. The responses showed that 6 (60%) out of the 10 Guidance and Counselling teachers strongly agreed that peace clubs influence the discipline of students in secondary schools and 4 (40%) agreed. None of the Guidance and Counselling teachers was undecided, none disagreed and none strongly disagreed. Therefore according to the Guidance and Counselling teachers' responses, peace clubs influence the discipline of students in secondary schools.

4.7.4 Student leaders' responses on the influence of peace clubs on discipline.

The study sought to establish the influence of peace clubs on discipline of students in high schools in Kibwezi West Constituency, Makueni County. The research findings are presented in Table 4.23

Table 4.23: Student leaders' responses on the influence of peace clubs on discipline

Statement		SA	A	U	D	SD	T
Engaging students in peace clubs during free time promotes the discipline of students.	F	12	8	0	0	0	20
	%	60	40	0	0	0	100
Peace clubs reduce cases of ethnicity hence promoting discipline of students.	F	12	8	0	0	0	20
	%	60	40	0	0	0	100
Good relationship between the teachers and students enhances the discipline of students.	F	16	4	0	0	0	20
	%	80	20	0	0	0	100
Peace clubs influence the discipline of students in high schools.	F	12	8	0	0	0	20
	%	60	40	0	0	0	100

According to the research findings, the student leaders' responses showed that 12 (60%) strongly agreed that engaging students in peace clubs during free time promote the discipline of students and 6 (30%) agree. None was undecided, none disagreed and none strongly disagreed. Also 12 (60%) strongly agreed that peace clubs reduce cases of ethnicity hence promoting discipline of students and 8 (40%) agreed. None of the student leaders was undecided, none disagreed and none strongly disagreed. Out the 20 student leaders, 16 (80%) strongly agreed that good relationship between the teachers and students enhance the discipline of students and 4 (20%) agreed. None

was undecided, none disagreed and none strongly disagreed. The responses showed that 12 (60%) out of the 20 student leaders strongly agreed that peace clubs influence the discipline of students in secondary schools and 8 (40%) agreed. None of the student leaders was undecided, none disagreed and none strongly disagreed. Therefore according to the student leaders' responses, peace clubs influence the discipline of students in secondary schools.

4.7.5 B.O.M. members' responses on the influence of peace clubs on discipline.

The study sought to determine the influence of peace clubs on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County. Out of the 9 B.O.M. members interviewed, the 9 (100%) agreed that peace clubs had improved the discipline of students. None of them disagreed. Therefore these results showed that peace clubs influence the discipline of students in high schools.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, discussion, conclusions, recommendations and suggestions for further studies. This study assessed the influence of peace education strategies on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County. The study sought to determine the influence of inclusion of peace messages in the content of instruction on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, to establish the influence of environmental protection on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, to establish the influence of preferred conflict resolution methods on discipline of students in high schools in Kibwezi West Constituency, Makueni County and to determine the influence of peace clubs on discipline of students in high schools in Kibwezi West Constituency, Makueni County.

5.2 Summary of Findings.

The first objective of the study was to determine the influence of inclusion of peace messages in the content of instruction on discipline of students in high schools in Kibwezi West Constituency, Makueni County, Kenya. The study revealed that the inclusion of peace messages in the content of instruction influence discipline of students in public secondary schools. This was confirmed by 100% of the principals, deputy principals, guidance and counseling teachers, student leaders and B.O.M. members. The findings indicate that peace messages are very important and they

should always be included in the content of instruction when teaching and when addressing the students.

The second objective of the study was to establish the influence of environmental protection on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, Kenya. Data analysis and interpretation of interview and questionnaire responses from the respondents revealed that environmental protection influence the discipline of students in public secondary schools. The findings indicate that the environment protection contribute in the discipline of students. This was confirmed by 100% of the principals, 80% of deputy principals, 100% of guidance and counseling teachers, 90% of student leaders and 100% of B.O.M. members. It therefore should be taken into account while seeking ways of improving discipline.

The third objective was to establish the influence of preferred conflict resolution methods on discipline of students in public secondary schools in Kibwezi West Constituency, Makueni County, Kenya. The results revealed that use of preferred conflict resolution methods influence discipline of students. It was confirmed by 100% of the principals, 90% of deputy principals, guidance and counseling teachers and student leaders and 100% of B.O.M. members. The findings indicate that preferred conflict resolution methods are significant in enhancing discipline of students. Therefore they must be taken into account when making policies of a school.

The fourth objective was to determine the influence of peace clubs on discipline of students in high schools in Kibwezi West Constituency, Makueni County, Kenya. The study findings revealed that peace clubs influence the discipline of students. This was confirmed by 100% of all the respondents who agreed. The results indicate that peace clubs are significant in improving the discipline of students. Every school should therefore ensure that these clubs are functional to ensure that the discipline of students is enhanced.

The study revealed other areas where peace messages are included. The Principals, Deputy Principals, Guidance and Counselling teachers, B.O.M. members and student leaders revealed that peace messages are also included in the school anthem, parents' meetings, family units adopted by the school, students' open forums, sports, music festivals, songs and oral literature, clubs and societies, films and videos, weekend challenges and religious meetings. They also gave out other ways in which the students' environment is protected. These ways include: fencing the school compound, ensuring there is gateman in the gate both during the day and at night, registering all the visitors at the gate, allowing only the parents and guardians to visit their children during the recommended days, ensuring there are enough fire extinguishers and a fire assembly point, adequate lighting in the school, checking of students at the gate before they enter the school compound and the principal and the Deputy principal residing in the school.

Other preferred conflict resolution methods which were revealed are peer Counselling, parents' involvement and use of motivational speakers. They also listed

other areas where peace clubs enhance discipline which include: team work, trips and competitions.

The Principals, Deputy Principals, Guidance and Counselling teachers and student leaders also revealed the challenges which they face when dealing with cases of indiscipline in the schools. These challenges are: drug abuse, government policies which overprotect indisciplined students, parents who are not co-operative peer influence, irresponsible parents, lack of trained personnel, broken families and threats from the culprits.

They also listed some of the solutions which they use to curb the challenges named: Involving B.O.M. members, P.T.A., parents and education officers, teachers attending seminars and workshops, creating awareness to parents, use of Guidance and Counselling, religious meetings and regular meetings with students.

5.3 Discussion of the Results

A discussion of findings of the study is based on the four objectives of the study.

5.3.1 Influence of peace education strategies on discipline

The study revealed that inclusion of peace messages in the content of instruction influence the discipline of students. This was in support of the findings by Shiundu and Omulando (1992) who concluded that a teacher is a professionally trained and qualified person who is capable of incorporating peace messages in his content while teaching so as to enhance discipline of students. MOEST (2001) and G.O.K. (2008) also highlighted that since teachers are central to maintenance of discipline in schools

they need to make sure they are equipped with the necessary content of peace to enable them to prevent cases of misconduct.

The study also found that environmental protection influence discipline of students. This concurred with the findings of Way et al (2007) who observed that school environment is of paramount importance in promoting the discipline of students. Maphosa and Shumba (2010) also concluded that adequate physical facilities creates a conducive school environment which makes a home for students. Thompson (1998) on the other hand concluded that the most powerful weapon available to secondary school teachers who want to foster a favourable learning climate is a positive relationship with students. Robbins and Judge (2012) also concluded that the teachers' attitude can create an environment that encourages either positive or negative behavior.

The study findings revealed that preferred conflict resolution methods influence discipline of students. This was in support of the findings by Duke and Meckel (1980) who argued that learners, principals, teachers and parents should collaboratively decide on school and classroom rules and deliberate on the consequences of breaking these rules. Mulwa, Kimosop and Kasiru (2015), concluded that the involvement of student council in school management entails active involvement in school based decision making.

The study also found that peace clubs influence the discipline of students. This concurred with the findings of Hanson (1994) who highlighted that peace clubs are used to change attitudes and behaviors by teaching skills that equip students with the

ability to use non-violent approach when dealing with conflict. NCIC Act (2008) put across that targeting the students in various learning institutions and equipping them with the right virtues before they exit to the larger community is an effective way for character formation and promoting national cohesion, tolerance and integration.

5.4 Conclusion

The conclusions of this study were informed by the findings based on each objective. Each objective was examined and a conclusion provided. The purpose of this study was to investigate the influence of peace education strategies on discipline of students in high schools in Kibwazi West Constituency, Makueni County, Kenya.

Based on research findings it was concluded that including peace messages in the content of instruction influence the discipline of students. When the administrators include peace messages in the content of instruction when addressing students, this improves the discipline of students. Also when teachers include peace messages in the content of instruction during teaching, the discipline of students is thereby improved. It also concluded that environmental protection influences the discipline of students. This ensures that the students are secure all the time hence promoting their discipline. The relationship between all the members of the school community is also improved.

Further, it can be concluded that use of preferred conflict resolution methods influences the discipline of students. The students' representative council matters a lot in maintain the discipline of students because they are always in close contact with the other students. The student council should meet with the administration at regular intervals to consider ideas, suggestions and complaints of the students.

Finally it can be concluded that peace clubs influences the discipline of students. When the students engage themselves in peace clubs this promotes harmony among them. They would always be engaged in peace-related activities hence have no time for indiscipline. When the students hold peace club competitions they discover different areas where they need to work on in order to improve.

5.5 Recommendations for the study.

The following recommendations were made:

1. From the findings, the researcher recommends the inclusion of peace messages in the content of instruction. This ensures that the discipline of students is improved in secondary schools.
2. From the study findings, the researcher recommends that the students' environment be protected all the time. This would ensure that any funny behaviour among the students is detected in time.
3. From the findings of the study, the researcher recommends that preferred conflict resolution methods be used in the secondary schools. This will ensure that conflicts are not experienced between the school administration and students. It will also ensure that school rules and policies are implemented effectively.
4. Finally, from the findings of the study, the researcher recommends that peace clubs be functional in all public secondary schools. This will ensure that all students are occupied during their free time and also promote good relationship between the students and teachers.

5.6 Suggestions for further study.

The following recommendations were made for further research following the research findings:

1. Further study needs to be carried out on influence of peace education strategies on discipline in public secondary schools in the other constituencies in Kenya for generalization of the findings.
2. Further study needs to be carried out in all private high schools in Kibwezi West Constituency to establish whether peace education strategies influence discipline of the students.

REFERENCES

- Ahner, B.& Henriksson (2013). *Students' acceptance to teacher interventions in the EFL classroom*. Malmo University, Sweden.
- Albert, L. (2004). *Cooperative Discipline*. Third Edition, Minnesota: AGs publication.
- Amadeo J.A. et al, (2002). *Civic knowledge and engagement: An IEA study of upper Secondary students in sixteen countries*. Amsterdam: IEA.
- Amado, J. and Freire, (2009). *International Journal of Violence and school. Managing indiscipline inschools*. Vol 8: 85-97
- Anderson J.W., Foster-Kehn M, McKinney BC (1996). *Communication Skills for Surviving Conflicts at Work*. New Jersey: Hampton Press.
- Andolina M.W. et al, (2003). *Habits from home, lessons from school: influences on youth engagement*. PS: Political Science and Politics, 36(2), 275-280.
- Anyango, P. (2005). *The relationship between Principals management of curriculum and K.C.S.E. performance in selected secondary schools in Migori District*. Unpublished. University of Nairobi.
- Arthur, J. (2003). *Education with character. The Moral Economy of Schooling*. Routledgefalmer Publishers.
- Balson, M. (2008). *Understanding Classroom Behaviour*. Australia. Australian Council of Education Research.
- Bandura, A. (1971). *Social learning theory*. Morristown: General learning press.
- Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood cliffs: Prentice-Hall Inc.
- Blake RR, Mouton JS (1964). *The managerial Grid*. Houston: Gulf publishing.
- Blandford, S. (1998). *Managing Discipline in Schools*. New Fetter Lane, London.
- Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology*. Qualitative Research in Psychology, 3, 77-101. Google scholar, crossref.
- Busienei, A.(2012). *Alternative methods to corporal punishment and their efficacy*. J. of emerging trends in educational Res. And policy studies.
- Clarke, C. (2009). *The Guardian Review: Discipline in Schools Speech*, Internet.Co.Ukprint.
- Cotton, K. (2007). *School Wide and Classroom Discipline. School Improvement Researchseries* North West Regional Education Laboratory.

- Council of Europe. (2001). *Resolution on Results and Conclusion of the Completed Projects*.
- Council of Europe. (2002). *Recommendation of the Committee of Ministers to Member States on Education for Democratic Citizenship*.
- Creswell, J.W. (2014). *Research Design Qualitative, Quantitative and Mixed methods Approaches*. 4th edition Thousand Oaks, California: Sage publications.
- Dana, D. (2001). *Conflict Resolution*. New York: McGraw Hill.
- Davis, P. and Newstrom, K. (2010). *Efficiency of Counselling Services in Decreasing Behaviour Problems of Elementary School Children*. Publication.
- Dawo, J.A. and Simatwa, E.M.W. (2010). *Educational Research and Reviews. Opportunities and Challenges for Mixed Day Secondary School Head teachers in Promoting Girl-child Education*.
- Deutch, M. (1991). *Subjective Features of Conflict Resolution: Psychological, Social and Cultural Influences*. In: R Vayrynen (Ed.): *New Directions in Conflict Theory*.
- Docking, J.W. (2007). *Control and Discipline in Schools: Respective and Approaches*. London. Harper and Row.
- Eckstein, Max A (2008). *Combating Academic Fraud. Towards a Culture of Integrity*. UNESCO, International Institute for Educational planning. Paris.
- Elton Report. Great Britain. *Department of Education and Science (2009). Discipline in Schools*. London: HMSO.
- Eshiwani, G.S. (1993). *Education in Kenya Since Independence*. Nairobi: East African Educational Publishers.
- Fields, B.A. (2011). *Productive pedagogies and discipline. The challenge of aligning teaching and behaviour management*. University of Southern Queensland.
- Gahr R, Mosca J (1995). *Conflict Resolution and Mediation. Leadership and Organisation Development Journal, 16(8): 37-39*.
- Gaustad, J. (2011). *Schools Respond to Gangs and Violence. OSSC Bulletin*. Eugene, Oregon: Oregon School Study Council.
- Glasser, W. (2009). *Counselling With Choice Theory. The New Reality Therapy*; Harper Collins. ISBN 978-0060 953669.
- Gottfredson, A. (2009). *Your Discipline in Schools*. London. Macmillan Publishing Company. Council of Education Research.

- Government of Kenya (2000). *Causes of disturbances in public universities (Standards Report)*.
- Government of Kenya (2001). *The Education Act (School Discipline) Chpt 211 Legal Notice No.56/2001, the Education School Discipline (Amendment) regulation 2001*.
- Government of Kenya. (2001). *Report of the Task Force on Student Indiscipline and Unrest (Wangai Report)*.
- Griffin, R. (1993). *Teaching in a Secondary School*. Hillsdale, NJ, U.K: Lawrence Erlbaum Associates.
- Griffin, G. (1996). *School Mastery: Straight Talk about Boarding School Management in Kenya. (2nd edition)*. Nairobi: Loctern Publishers Ltd.
- Grossnickel, D. R. and Frank, P. (2007). *Prevent the Discipline for Effective Teaching and Learning. A Source Book for Teachers and Administrators*. Reston, Virginia.
- Harvard Business Essentials (2003). *Negotiation*. Cambridge: Harvard Business School Press.
- Huddleston, T. (2007). *From Student Voice to Shared Responsibility: Effective Practice in Democratic School Governance in European Schools*: London. Citizenship Foundation.
- Huges, P.M. (1991). *Guidance and Counselling in Schools. A response to change*. Headington, Hill Hall Oxford: Perganom Press Ltd.
- Itegi, F.M. (2003). *An investigation into factors influencing bullying in Secondary schools in Kikuyu Division Kiambu District*. Unpublished M.Ed project, University of Nairobi.
- Kameti M. (2017). *Fire destroys Makindu boys school bus*.
- Kerlinger, J.N. (1973). *Foundations of Behavioural Research*. New York: Holt Rinehart and Watson Inc.
- King, N. (2004). *Using templates in thematic analysis of text*. In Cassell, C., Symon, G. (Eds), *Essential guide to qualitative methods in organizational Research* (pp. 257-270). London, UK: Sage. Google scholar, crossref.
- Kothari, C.R. (2008). *Research Methodology-Methods & Techniques-2nd revised edition* New Age International Publishers-New Delhi.
- Kumar, R. (2005). *Research Methodology, Second Edition. A step-by-step Guide for Beginners*. London: Sage Publishers.

- Kyungu, P.M. (2009). *Leadership and Discipline: the of a prefect in school. A paper presented By P.M. Kyungu. Nairobi. MOE resource centre.*
- Lieber, C., & Lantieri, L. (2002). *Conflict Resolution in the High School: 36 lessons.* Cambridge,Mass: Educators for Social Responsibility.
- Maphosa, C. and Shumba, A. (2010). *South African Journal of Education. Educators' Disciplinary Capabilities after the Banning of Corporal Punishment in South African Schools.* EASA vol. 30:387-399.
- Martimore, P. (2005). *Behaviour Problems in Schools: An Evaluation of Support Centre.* Croom.Help Publishers.
- Masau, K.J. (2012). *Emerging issues as a result of banning corporal punishment as a disciplinary method in primary schools in Wote Division, Makueni District.* (Unpublished PGDE project) Kenyatta University, Kenya.
- McNeil, E. (2004). *The Nature of Human Conflict.* Englewood Cliffs, N.J.: Prentice-Hall.
- Medlen, P. (2012). *Schools face more challenges than ever before.* ABC News.
- Ministry of Education. (2006). *The National Commission of Education, Objectives and Policy.* Nairobi. Government Printers.
- Ministry of Education. (2009). *A Manual for Heads of Secondary Schools in Kenya (Revised Edition).* Nairobi Jomo Kenyatta Foundation.
- Ministry of Education Science and Technology (MOEST). (2001). *Report on Causes, Effects and Remedies of Indiscipline in Secondary Schools in Central province.* Nairobi. Government Printers.
- Ministry of Education Science and Technology (MOEST). (2003). *National Action Plan on Education for All.* Unpublished.
- MOEST (1991). *Report of the Presidential Committee On Student Unrest and Indiscipline in Kenya Secondary Schools.* Unpublished.
- MOEST. (2008). *Training Module for Guidance and Counselling.* Heads of Department.
- Moles, O. C. (2007). *Strategies to Reduce Student Misbehaviour.* Retrieved, 13th April 2010.
- Msila V. (2011). *School Management and the Struggle for Effective Schools.* Africa Education Review, 8(3): 434-451.

- Mueni C. (2015). *Influence of conflict management strategies on promotion of peace and security in secondary schools: A case study of Makueni County, Kenya*. Unpublished M.E.D project.
- Mugenda, O.M. & Mugenda, A.G. (2009). *Research Methods. Quantitative and Qualitative Approaches*. Kenya. Nairobi: Act Press.
- Mugenda O. and Mugenda A. (2008). *Research Methods. Africa Centre for Technology Studies*. Nairobi; Laba Graphics Services.
- Mugo, R. (2002). *A study of methods used to manage students discipline in public Secondary schools in Mbere District*. Unpublished M.ED thesis, University of Nairobi.
- Munn, P., & Johnstone, M. (2012, spring). *Discipline in Scottish Secondary Schools. Research in Education, 50*.
- Musyoka M. (2016). *Makueni students accused of burning dorm remain in custody*.
- Musyoka M. (2018). *The day Seventy One girls were raped by male students at St. Kizito secondary school in Meru*.
- Nasibi, W.M.W. (2007). *Discipline: Guidance and Counselling in Schools*. Nairobi. Strongwall Africa.
- Ndung'u, J.B. (2015). *African Psychological Anthropology: Ethnicity, culture and personality*. Thika, Kenya.
- Njoroge, S.M. (2006). *Causes and effects of Deviant behaviour among secondary students. A case study of Kihumbu-ini Location, Thika District*. Unpublished P.G.D.E. Project, University of Nairobi.
- Nzuve, S.N.M. (1999). *Elements of Organizational Behaviour*. Nairobi: University of Nairobi.
- Odu, O.M. (2014). *Management of students crisis in higher institutions of learning in Nigeria*. International letters of social and humanistic sciences.
- Okumbe, J.A. (2007). *Human Resource Management: An Educational Perspective*. Nairobi, Kenya Educational Development and Research Bureau.
- Onyoni, R.O. (1999). *An Investigation of the Secondary School Students. Indiscipline in Manga Division Nyamira District*. Unpublished P.G.D.E. Project, University of Nairobi.
- Ouma, M.A., Simatwa, E.M. & Serem, T. (2013). *Management of pupil discipline in Kenya; A case study of Kisumu municipality*. Educational Research.

- Owiso M.O. (2007). *Developing and maintaining high standards of discipline among students in public secondary schools in Nyando District, Nyanza Province, Kenya*.
Unpublished M.ED project, University of Nairobi.
- Republic of Kenya. (2001). *Report of the Task Force on Students Indiscipline and Unrest in Secondary Schools*. Nairobi. Jomo Kenyatta Foundation.
- Richardson, E. (2003). *The Environment of Learning; conflict and understanding in the Secondary School*. New York: Weybright and Talley.
- Ross, M.H. (1993). *The management of conflict: Interpretations and Interests in comparative perspective*. New Haven: Yale University Press.
- Runde C.E., Flanagan T.A. (2008). *Conflict competent leadership*. *Leaders to Leaders*, 1: 46-51.
- Scheerens, T.J. (2003). *The Importance of School Culture and Climate. The Principalship*. Massachusetts: Allyn and Bacon. Pp: 215-219.
- Sergiovanni, T.J. (1991). *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey Bass.
- Shiundu, J.S., & Omulando, S.J. (2008). *Curriculum Theory and Practice in Kenya*. Nairobi. Oxford University Press.
- Skiba, R. and Sprague J. (2008). *Safety without suspensions*. *Educational Leadership*, 66(1): 38-43.
- Snodgrass, L. & Blunt, R. (2009). *The value of play for conflict management: A case study*. *South African Journal of Education*, 29(1): 53-67.
- Thompson et al. (2005). *Dispositional forgiveness of self, others and situations*. *Journal of personality*, 73(2), 313-360. Washington DC.
- Wachira, N.M. (2001). *Chronology of protest and destruction in schools*. Daily Nation.
- Wanjala, G. (2007). *Educational Administration, Planning and Curriculum Development*. Nairobi: University of Nairobi.
- Watiri, T.N. (2003). *A study of student strikes in Kipipiri Division in Nyandarua District*. Unpublished M.ED Project: University of Nairobi.
- Way et al. (2007). *Cognitive ability relationships. Attending to specific range restriction mechanisms in meta-analysis*. University of Minnesota.
- Yudan, H. (2013). *Primary School Teachers and Parents Discipline Strategies in China*. PHD Thesis, University of York.

Zulueta, F.M. and Constaes, N.E.B.Jr. (2004). *Methods of Research Thesis Writing and Applied Statistics*. Manila.

APPENDICES

Appendix 1: Letter of Introduction

**Ruth S. Ngosi,
University of Nairobi,
P.O. BOX 90137,
NAIROBI.**

The Principal,
.....Secondary school,
P.O. BOX.....
Dear Sir/Madam,

RE: INTRODUCTION LETTER

My name is Ruth Syombua Ngosi, a student at the University of Nairobi and undertaking a Master's Degree in Peace Education. I intent to carry out a research on the influence of peace education strategies on Discipline among students in public secondary schools in Kibwezi West constituency, Makueni county, Kenya. The data which will be collected will only be used for the purpose of this study. Confidentiality will also be observed. Your assistance and cooperation will be highly appreciated.

Thank you.

Yours Faithfully,

Ruth Syombua Ngosi.

Appendix II: Questionnaire for Principals
Instructions

This questionnaire is meant to gather general information on students' discipline. Your identity will be kept confidential. Therefore, please **DO NOT INDICATE YOUR NAME OR THE NAME OF YOUR SCHOOL**. Answer the questions by ticking the most appropriate answer. Please be honest when answering.

Section A: Demographic information

a) Gender Male () Female ()

b) Age (in years)

Between 20-29 ()

Between 30-39 ()

Between 40-49 ()

50 and Above ()

c) Marital status Single () Married () Divorced ()

d) Highest Level of Education

PHD () Masters degree ()

Bachelor's degree () Any other; specify.....

e) Category of the school

National () Extra-county () County ()

Sub-county ()

f) Size of the school

Single stream () Double () Triple ()

Four streams () Above Four ()

g) Experience as a principal _ years.

Section B: Influence of inclusion of peace messages in the content of instruction

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

Statement	SA 5	A 4	U 3	D 2	SD 1
Inclusion of peace messages in your speech when addressing students enhance students' discipline.					
Inclusion of peace messages in the content of instruction when teaching enhance the discipline of students.					
The inclusion of peace messages in the content of instruction has contributed in improvement of discipline of students.					

List other areas where you include peace messages in the content of instruction.....

Section C: Influence of environmental protection

Statement	SA 5	A 4	U 3	D 2	SD 1
Adequate instructional materials enhance students' discipline in the school.					
The concept of Child Friendly Schools has enhanced discipline in the school.					
The ban of corporal punishment has improved the discipline of students.					
Good relationship between the principal and students enhance discipline of students.					
Environmental protection influence the discipline of students in secondary schools.					

List other ways in which the environment of students is protected in your school.....

Section D: Influence of preferred conflict resolution methods

Statement	SA	A	U	D	SD
	5	4	3	2	1
Involvement of students in making of the school and classroom rules enhances the students' discipline.					
Use of negotiation method in solving conflicts promotes the discipline of students.					
Use of mediation and arbitration in solving conflicts enhance the discipline of students.					
The student representative council promote the discipline of students.					
Preferred conflict resolution methods influence the discipline of students in secondary schools.					

Name other preferred conflict resolution methods used in your school.....

.....

Section E: Influence of peace clubs

Statement	SA 5	A 4	U 3	D 2	SA 1
Engaging students in peace clubs during free time promote the discipline of students.					
Peace clubs reduce cases of ethnicity hence promoting discipline of students.					
Good relationship between the teachers and students enhance the discipline of students.					
Peace clubs influence the discipline of students in secondary schools.					

List other ways in which peace clubs enhance discipline of students in your school.....

.....

.....

Section F: Challenges

Name the challenges which you face when enhancing the discipline of students in your school.....

.....

.....

.....

Section G: Solution to challenges

What solutions do you use to curb the challenges you have named.....

.....

.....

Thanks for answering the questions appropriately. Your contribution will go a long way in helping to enhance discipline in schools.

Appendix III: Questionnaire for Deputy Principal

Kindly take time to respond to the following questions. Do not write your name anywhere on this paper. Your honest and accurate response will be highly appreciated.

All information will be treated in confidence.

Tick where appropriate

Section A: Demographic information

1. Gender?

Male () Female ()

2. Marital status: Married () Single () Divorced ()

3. Highest level of education PHD () Masters Degree () Bachelors Degree ()

4. How long have you served as a Deputy principal?

Less than 1 year ()

1-5 years ()

6-10 years ()

Above 10 years ()

Section B: Influence of inclusion of peace messages in the content of instruction

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

Statement	SA 5	A 4	U 3	D 2	SD 1
Inclusion of peace messages in your speech when addressing students enhance students' discipline.					
Inclusion of peace messages in the content of instruction when teaching enhance the discipline of students.					
The inclusion of peace messages in the content of instruction has contributed in improvement of discipline of students.					

List other forums where peace messages are included in the content of instruction.....

Section C: Influence of environmental protection

Statement	SA 5	A 4	U 3	D 2	SD 1
Adequate instructional materials enhance students' discipline in the school.					
The concept of Child Friendly Schools has enhanced discipline in the school.					
The ban of corporal punishment has improved the discipline of students.					
Good relationship between the Deputy principal and students enhance discipline of students.					
Environmental protection influence the discipline of students in secondary schools.					

List other ways in which the students' environment is protected in your school.....

Section D: Influence of preferred conflict resolution methods

Statement	SA 5	A 4	U 3	D 2	SD 1
Involving of students in making of the school and classroom rules enhance the students' discipline.					
Use of negotiation method in solving conflicts promote the discipline of students.					
Use of mediation and arbitration in solving conflicts enhance the discipline of students.					
The student representative council promote the discipline of students.					
Preferred conflict resolution methods influence the discipline of students in secondary schools.					

Name other preferred conflict resolution methods used in your school.....

Section E: Influence of peace clubs

Statement	SA 5	A 4	U 3	D 2	SA 1
Engaging students in peace clubs during free time promote the discipline of students.					
Peace clubs reduce cases of ethnicity hence promoting discipline of students.					
Good relationship between the Deputy principal and students enhance the discipline of students.					
Peace clubs influence the discipline of students in secondary schools.					

List other ways in which peace clubs enhance discipline of students in your school.....

Section F: Challenges

Which challenges do you face when dealing with cases of indiscipline of students in your

school?.....
.....

Section G: Solution to the challenges

List the solutions of the challenges named.....

Thanks for answering the questions appropriately. Your contribution will go a long way in helping to enhance discipline in schools

Appendix IV: Questionnaire for Guidance and Counselling teacher

Kindly take time to answer the following questions. Do not write your name anywhere in this paper. Your honest and accurate response will be highly appreciated.

All information will be treated in confidence.

Tick where applicable.

Section A: Demographic information

1. Gender?

Male () Female ()

2. Marital status Married () Single () Divorced ()

3. How long have you served in your current school?

Less than 1 year ()

1-5 years ()

6-10 years ()

Above 10 years ()

4. Highest academic level PHD () Masters Degree () Bachelors Degree ()
Diploma ()

Section B: Influence of inclusion of peace messages in the content of instruction

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

Statement	SA	A	U	D	SD
	5	4	3	2	1
Inclusion of peace messages by the administrators in their speech when addressing students enhance students' discipline.					
Inclusion of peace messages in the content of instruction when teaching enhance the discipline of students.					
The inclusion of peace messages in the content of instruction has contributed in improvement of discipline of students.					

List other ways in which you include peace messages in the content of instruction.....

Section C: Influence of environmental protection

Statement	SA	A	U	D	SD
	5	4	3	2	1
Adequate instructional materials enhance students' discipline in the school.					
The concept of Child Friendly Schools has enhanced discipline in the school.					
The ban of corporal punishment has improved the					

discipline of students.					
Guidance and counselling enhance the students' discipline.					
Environmental protection influences the discipline of students in secondary schools.					

List other ways in which the students' environment is protected in your school.....

Section D: Influence of preferred conflict resolution methods

Statement	SA 5	A 4	U 3	D 2	SD 1
Involvement of students in making of the school and classroom rules enhance the students' discipline.					
Use of negotiation method in solving conflicts promote the discipline of students.					
Use of mediation and arbitration in solving conflicts enhance the discipline of students.					
The student representative council promote the discipline of students.					
Preferred conflict resolution methods influence the discipline of students in secondary schools.					

Name other preferred conflict resolution methods used in your school.....

Section E: Influence of peace clubs

Statement	SA 5	A 4	U 3	D 2	SA 1
Engaging students in peace clubs during free time promote the discipline of students.					
Peace clubs reduce cases of ethnicity hence promoting discipline of students.					
Good relationship between the teachers and students enhance the discipline of students.					
Peace clubs influence the discipline of students in secondary schools.					

List other ways in which peace clubs enhance discipline of students in your school.....

Section F: Challenges

Name the challenges which you face when dealing with cases of indiscipline in your school.....

.....

Section G: Solution to challenges

Which are the solutions to the challenges you have named?.....

.....

Thanks for answering the questions appropriately.

Appendix V: Questionnaire for student leaders

Kindly take time to respond to the following questions. Do not write your name anywhere on this paper. Your honest and accurate response will be highly appreciated.

All information will be treated in confidence.

Tick where applicable.

Section A: Demographic information

1. Gender?

Male () Female ()

2. Age years.

3. Which class are you?

Form One ()

Form Two ()

Form Three ()

Form Four ()

Section B: Influence of inclusion of peace messages in the content of instruction

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

Statement	SA 5	A 4	U 3	D 2	SD 1
Inclusion of peace messages by the administrators in their speech when addressing students enhance students' discipline.					
Inclusion of peace messages in the content of instruction by the teachers when teaching enhance the discipline of students.					
The inclusion of peace messages in the content of instruction has contributed in improvement of discipline of students.					

Name other ways in which peace is preached in your school.....

.....

Section C: Influence of environmental protection

Statement	SA 5	A 4	U 3	D 2	SD 1
Adequate instructional materials enhance students' discipline in the school.					
The concept of Child Friendly Schools has enhanced discipline in the school.					
The ban of corporal punishment has improved the discipline of students.					

Good relationship between the teachers and students enhance discipline of students.					
Environmental protection influence the discipline of students in secondary schools.					

List other ways in which the students' environment is protected in your school.....

Section D: Influence of preferred conflict resolution methods

Statement	SA 5	A 4	U 3	D 2	SD 1
Involving of students in making of the school and classroom rules enhance the students' discipline.					
Use of negotiation method in solving conflicts promote the discipline of students.					
Use of mediation and arbitration in solving conflicts enhance the discipline of students.					
The student representative council promote the discipline of students.					
Preferred conflict resolution methods influence the discipline of students in secondary schools.					

Name other preferred conflict resolution methods used in your school.....

Section E: Influence of peace clubs

Statement	SA	A	U	D	SA
	5	4	3	2	1
Engaging students in peace clubs during free time promote the discipline of students.					
Peace clubs reduce cases of tribalism hence promote discipline of students.					
Good relationship between the teachers and students enhance the discipline of students.					
Peace clubs influence the discipline of students in secondary schools.					

List other ways in which peace clubs enhance discipline of students in your school.....

Section F: Challenges

List some of the challenges which you face when solving discipline problems.....

Section G: Solution to the challenges

How do you solve the challenges you have named?.....

Thanks for answering the questions appropriately.

Appendix VI: Interview Questions for other Stakeholders

1. Does the inclusion of peace messages in the content of instruction when the Students are being addressed improve their discipline?
2. List some of the ways in the environment of students is protected in schools.
3. Does environmental protection improve students' discipline in secondary Schools?
4. Name some of the preferred conflict resolution methods used in secondary school.
5. Does the preferred conflict resolution methods used in secondary schools enhance Students' discipline?
6. Are the Peace clubs in secondary schools enhancing discipline of students?
7. Name other peaceful ways of improving discipline of students in public secondary Schools.

***** Thank you *****

Appendix VII: List of targeted schools

1. Kikumini secondary school
2. Nguumo Boys secondary school
3. Kalulini Boys Secondary School
4. Mwaani secondary school
5. Kaunguni secondary school
6. Salama Secondary School
7. Mikuyuni Secondary School
8. Ngomano Secondary School
9. Moi Girls Secondary School
10. Syumile Secondary School
11. Ilatu Secondary School
12. Kamboo Secondary School
13. Nguumo Girls Secondary School
14. Kisayani Secondary School
15. Shine star kai Secondary School
16. Kalungu Secondary School
17. Mweini Secondary School
18. Mukameni Secondary School
19. Kisingo Secondary School
20. Good shepherd Girls Secondary School

Appendix VIII:List of sampled schools

1. Nguumo Boys secondary school
2. Kalulini Boys Secondary School
3. Salama Secondary School
4. Ngomano Secondary School
5. Moi Girls Secondary School
6. Ilatu Secondary School
7. Nguumo Girls Secondary School
8. Kisayani Secondary School
9. Kalungu Secondary School
10. Mukameni Secondary School

Appendix IX: Authorization Letter



UNIVERSITY OF NAIROBI
ODEL CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING
OFFICE OF THE DEAN

Telephone: 020 2767999

UNIVERSITY OF NAIROBI
P.O. BOX 92 KIKUYU
E-mail: dean-external@uoi.ac.ke

October 9, 2018

TO WHOM IT MAY CONCERN

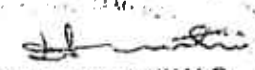
Dear Sir/Madam

RE: RUTH S. NGOSI - L.51/76605/2014

This is to confirm that the above named is a student of the University of Nairobi where she is pursuing a Masters of Arts in Peace Education course in the School of Open and Distance Learning.

She is proceeding for her research entitled: **"Influence of Peace Education Strategies on discipline of students in Secondary schools in Makueni County."**

Any assistance given to her will be highly appreciated.

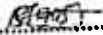

DR. DOROTHY N. KYALO
DEAN
SCHOOL OF OPEN AND DISTANCE LEARNING

Appendix V: Research Permit

THIS IS TO CERTIFY THAT:
MISS. RUTH SYOMBUA NGOSI
of UNIVERSITY OF NAIROBI, 201-90138
MAKINDU, has been permitted to
conduct research in *Makueni County*

on the topic: *INFLUENCE OF PEACE
EDUCATION STRATEGIES ON DISCIPLINE
OF STUDENTS IN PUBLIC SECONDARY
SCHOOLS IN KIBWEZI WEST
CONSTITUENCY, MAKUENI COUNTY,
KENYA*

for the period ending:
3rd December, 2019


.....
Applicant's
Signature

Permit No : NACOSTI/P/18/75845/26276
Date Of Issue : 9th December, 2018
Fee Received : Ksh 1000




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








Appendix VI: Originality Report

INFLUENCE OF PEACE EDUCATION STRATEGIES ON DISCIPLINE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KIBWEZI WEST CONSTITUENCY, MAKUENI COUNTY, KENYA

ORIGINALITY REPORT

13%	9%	3%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

	Submitted to Texas A&M University, College Station Student Paper	1%
	Submitted to University of Rwanda Student Paper	1%
	strategicjournals.com Internet Source	1%
	pesapay.blogspot.com Internet Source	<1%
	www.mcser.org Internet Source	<1%
	www.crededucation.org Internet Source	<1%
	cees.uonbi.ac.ke Internet Source	<1%
	rpublication.com	

Handwritten signature 17/12/2018