THE RELATIONSHIP BETWEEN THE PRINCIPAL'S CHARACTERISTICS AND DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

BY

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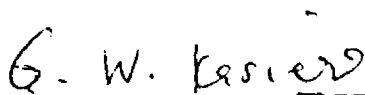## UNIVERSITY OF NAIROBI

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DECLARATION

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

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This research project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This research work is dedicated to my late father Baranaba Muyonga and my mother Berita Shimiyu for their love and support and inspiration to excel and further my studies. They have seen me through this study with genuine love, encouragement and unwavering support.

ABSTRACT

A head's public and professional reputation depends more on the standard of discipline in his or her school than any other single factor, for good discipline brings about good results in every field of school endeavour. A principal who lets discipline slip out of his or her hands risks trouble. Of late students have shown a lot of bad behaviour which has resulted in riots, boycotts, burning of schools and other unruly behaviour that has resulted into deaths and destruction of public property. The purpose of this study was to examine the relationship between the principals' characteristics and the maintenance of discipline in public secondary schools in Nairobi Province. The study sought to determine the kinds of discipline problems experienced among secondary school students, the causes of those discipline problems and the methods that could be used to enhance discipline in secondary schools in Nairobi Province.

In the literature reviewed for this study, types of indiscipline issues of schools was highlighted, causes of school indiscipline, methods of dealing with students indiscipline, constraints faced by principals in their effort to solve discipline problems, and the role of principals in school discipline. From the review conceptual framework was developed.

The study was ex-post facto in design .The target population was purposively sampled to include all the 48 principals of public secondary schools in Nairobi Province.

The basic instrument used to collect data was a questionnaire .The questionnaire targeted the principals as the respondents . This questionnaire was divided into three parts. Section A consisted of six short questions on the demographic variables which formed the independent variables. Part two of the questionnaire consisted of fifteen questions on the roles played by principals so as to ensure good discipline is maintained. Section C of the questionnaire was made up of five questions with sub-items to be dealt with showing discipline problems that the Principals had not been trained to handle and the last part was on causes of indiscipline and their solutions. The items in the questionnaire were tested for content validity and reliability,by means of a pilot study.

The pilot study consisted of five principals and the final research covered forty-three principals of whom thirty-eight responded and five did not. The lack of response from the five did not affect the end results. The validity and reliability of the instrument was tested during the pilot study where the respondents were asked to make alterations, additions or delete sections that were not clear. These alterations were in co-operated to form the final instrument that was used in data collection. The data was analysed using Likert Rating Scale. The t-test was used to determine the level of significance.

The study came up with the following research findings :

- All public secondary schools in Nairobi Province have discipline problems.

- The kind of discipline problems experienced includes stealing whereby some students steal either school property or other students' belongings.

- Some students abuse drugs whereby varied types of drug abuse and narcotic substances are readily available in schools.

- Lack of employment has led to students creating an attitude that education, and schooling is for passing time awaiting to go back to a bleak future for some of the students therefore leading to a do not care attitude.

- Some of the methods used in dealing with discipline problems in schools include punishment, suspension, summoning of parents and guardians to school, and guidance and counseling.

- The most prevalent causes of discipline problems among students are drug abuse, poverty, matatu culture that uses students out of school and maladjustment.

- The result indicated that there is no significant difference between Principals characteristics (gender, age, religious affiliation, academic qualification and administrative experience) and discipline in public secondary schools.

The recommendations of the study are as follows:

- Schools should use guidance and counseling as the best way of handling discipline issues.

- Principals need to ensure that sound spiritual direction and moral training is taking place in their institutions, in order to influence students to reject bad examples that are prevalent in the society.

- There is need for schools to create a happy atmosphere that will lower stress and keep up the students morale when faced with severe academic pressures.

- Students should be involved in decision making on matters that concern them such as reviewing of school rules from time to time.

- The kinds of methods used in school to handle discipline issues should be those that encourage a sense of ownership among students and helps them cultivate appositive attitude towards work and strive to be responsible citizens in future.

- Principals should forbid teachers from inventing and using punishments that are humiliating to the students.

- Principals must try to off-set the effects of poor parental training by making every student understand what is expected of them to be responsible people.

- Create a system in the school that allows free information flow from the administration to the students and from the students back to the administration.

- In dealing with discipline matters, the principals should cultivate a democratic and participatory kind of administration by holding regular meetings with

teachers and students and allowing them to freely express their views, give suggestions and air grievances.

- School principals should always have an opportunity to expound on school policies for all to understand.

The study came up with the following suggestions for further research:

- The role of principals in the provision of guidance and counseling in secondary schools in Nairobi Province as a better way of dealing with discipline issues in schools.

- Further study be conducted on the effect of involving parents in dealing with discipline problems in secondary schools.

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CHAPTER ONE

INTRODUCTION

Background of the Study

What the principals' do and how they perform their roles have been extensively studied.

What has received little attention is the underlying reasons for performing their roles the

way they do, that is, the basic assumptions or guiding beliefs for their role performance.

Although many scholars have written on how school principals' should create, define,

shape and/or charge culture, very few have attempted to study the school as an

organisational culture, a place in which the principals', teachers, students and parents

have attained a shared sense of meaning that allows day-to-day activities to become

routinized or taken for granted.

A school ought to be guided by order and discipline, for it to be able to achieve its core

goals. There is need for a team spirit between students and teachers. The school should

be a training ground for learners where rules and regulations are spelt out clearly and

followed by all the stakeholders of the learning institution..This will help maintain a

healthy working atmosphere where teachers,students and the general community work

hand in hand with the principal. Griffin (1996:27) shows that "A head's public and

professional reputation will depend more on the standard of discipline in his school than

on any other single factor; for good discipline brings good results in every field of school endeavour. A head who lets discipline slip out of his hands is risking trouble."

The appointment, deployment and performance of principals' in the twenty -first century is a concern for all those who value education in this country. In order to improve the quality of management of schools in Kenya, there is need to identify and train the right people to head schools. Since this was not done in the past it has led to the current under performance of most schools in Kenya causing the current strikes and other upheavals that take place within them. It is important to identify the right people to be managers of schools. Training alone may not correct a person who though capable of leading a school may be dishonest and may also not respect the rights of others. Up to 1987, the Teachers Service Commission appointed headteachers in acting capacity before confirmation. The criterion used to be:

1. Teachers were identified and recommended by a headteacher, a sponsor or a TSC field agent.

2. A practising teacher with good classroom teaching records.

3. A practising teacher with a minimum of three years teaching experience.

4. A person of good moral behaviour and good character.

This changed after the implementation of schemes of service for Graduate/Approved Teachers in 1999. The headteacher position became a

deployment position; after promotion to job group "L" the person becomes eligible for assignment as a Headteacher, Principal, Senior Principal and Chief Principal. The above scheme has resulted in many schools being headed by leaders who have no leadership skills. According to Okumbe (1998), leadership is seen as a process whereby one person influences others to do something of their own volition, neither because it is required nor because of the fear of the consequences of non-compliance. Leadership is thus a process of encouraging and helping others to work enthusiastically towards objectives. This means that a head must lead the way and must constantly be available. In addition his or her competence and integrity must be plain to all.

Akabogu (1972:221) in an unpublished Masters Degree Thesis found out on the personal attributes of principals' that "the public of the East and Central state of Nigeria would unanimously value most highly a principal characterised by honesty, justice, reliability and fair play; and exhibited capabilities and attitudes for good human relations with the staff, pupils and the community." He also found out that the public almost unanimously would welcome the following other personal attributes in a principal of a secondary Grammar school:- Clear knowledge of what the objectives of schools are and how they can be attained, reasonably good health and physical stamina, sympathy, confidence and gregariousness. In addition, he or she must demonstrate capability to work with people, be of an even disposition and have a sense of humour; without intense moodiness and temper flare-ups. He or she should have more than

average intelligence associated with mental quickness and acuity. The person must lead an orderly life, have intensive professional training with a sound general education, comprehensiveness and flexibility in thinking. He or she should together with imitativeness and ambition, have a philosophy of life that leads to action with desirable character, balance interests between introversion and extroversion and very wide interests.

Mackenzie (1989) describes leaders who cannot meet the above description as people who cannot organise themselves; they attempt too much at a time, lack of self-discipline and practice crisis management by shifting priorities. This happens due to lack of clear set goals, objectives, priorities, planning and ineffective delegation of duties because of confused responsibility and authority. They lack standards, controls, and progress reports and so such a leader never knows when things are out of control. Most of the indiscipline cases experienced in our secondary schools are a result of having such people as heads of our institutions.

In another study carried out in Uganda, Anderson (1971) found out that, the most obvious symptoms of disciplinary malaise in Ugandan schools, have been where order and control in the whole school system has been disrupted and broken down leading to strikes. He also sees strikes as being symptoms of deep-seated disciplinary trouble and

students dissatisfaction for less tangible than the immediate and apparent causes of disturbances.

In the same thesis Anderson found out that symptoms of disciplinary malaise tend to be the same. For instance, serious outbreaks of indiscipline of the strike type have occurred in Zambia. Mwanakatwe (1968) mentions how a commission of inquiry was set up by the then governor of Northern Rhodesia to investigate outbreaks of indiscipline at six secondary schools in March 1960. In May 1970 President Banda ordered the closure of a secondary school in Malawi following a complete breakdown in discipline among pupils and staff. Strikes occurred in secondary schools and technical institutes in Dakar, Senegal in May 1968: Police reported smashing of windows in school run by a religious order. By the end of the month all secondary and primary schools had been closed, bringing formal education in Senegal to a complete standstill (West Africa, June 8th 1968:674).

Here in Kenya, three hundred pupils were sent home from a secondary school in November 1970 following an incident of drunkenness and window smashing. The issue of fourth formers having been compelled to do manual work appeared to have been involved (Daily Nation Kenya November, 20th 1970).This shows that the problem of indiscipline in schools has been there for a long time and a solution is surely required.

Muchiri (1998) in her unpublished thesis shows that in secondary school the headteacher is directly involved in establishing the rules of behaviour, the penalties to be applied and the process to be used. As a responsible head of a school, the headteacher cannot delegate this ultimate responsibility to anyone else (Weldy 1979). Griffin (1966) shows that a common fault with many Kenyan heads is that, when they are within their schools they barricade themselves within their offices so neither sees nor are seen. To be effective a head must know what is going on.

MOE and HRD (1992:2) states that headteachers play a central leadership role in school management and development of school education. "A school stands and falls by its head." So, to improve quality of the management and administration of schools in Kenya, there is need to identify and train the right people as principals' of schools. Because this was not done in the past it has led to the present under performance of most f the schools in Kenya and to the unending strikes and other problems that take place within them. In 1961, the problem reached epic levels, culminating with the St. Kizito tragedy in which nineteen girl students met their deaths, causing world-wide horror. Despite public alarm and the appointment of a Presidential Committee to examine the cause of indiscipline in schools, unrest still continues.

According to Griffin (1996:1) "Two hundred and two major incidents were reported by the press from January 1993 to December 1995, an average rate of one per each four

days of the school year. We can only speculate on how many more happened but went unchronicled. Sadly, matters are worsening. The ratio in 1996 rose to one incident per each 2.6 days of the school year."

Mbiti (1974) refers to the foregoing as traditional approach to discipline where punishment was considered necessary. Punishment was also a means of reform that is to attempt to change the individual from a wrongdoer into a well-behaved individual. This kind of discipline was authoritarian whereby adults aimed at controlling the young all the time. Punishment often reduces only external signs of misbehaviour but does not really improve attitude (Barasa and Ngugi, 1990) say that punishment also increases hostility, fear, bitterness and resentment within the individual.

Discipline is very essential in any organisation such as a school, where there is to be order instead of chaos (Beech and Lagden 1964). Schools play a big role in moulding students into disciplined adults, therefore, although the schools are under pressure to produce good results in national examinations, this should not preclude the development of disciplined students (Kamunge, 1987).

MOE, (1979) sees school disciplinary system as existing to establish an atmosphere of mutual confidence and respect both within the school and outside. School rules should be drawn up to emphasise their value to the individual and the community.

Wahome (Daily Nation, 1999) in a report of delegates three day nation conference at Kenyatta University while re-assessing their contributions in education and to forge joint efforts in eradication of indiscipline in schools, presented forty-six papers and held an open for a on topical issues that included management of schools, relationships between parents and teachers, cultural changes, alcohol and drug abuse, religious sponsorship and devil worshipping. The Conference was a response to the recent wave of violence recorded in some institutions throughout the country. The participants observed that various issues such as minor disagreements cause unrest in schools over entertainment and food to more complex issues such as school mismanagement by Principals' and Boards of Governors. The Director of Education told the participants that indiscipline in schools showed that proper development is lacking among students. While violence in schools called for outright condemnation the issues raised by students need thorough investigation.

Igobwa et.al (1984) shows that, some of the social problems associated with schools are indeed discouraging to both new and experienced heads for there is no clear-cut solution to the problems. It suffices to note that some of these problems stem from home backgrounds of students who extend them to the school environment, while others are deeply rooted in the society served by the school. It should be noted that whatever the origin of the problems, the headteacher as the "Captain" of the ship should steer the ship carefully through the stormy water while realising that these are normal

social problems to which she or he should strive to address himself or herself and not be seen to resort to management by crisis strategy in providing solutions to the problems at hand.

Nation correspondent (1999) reported that students of Njumbi High School in Murang'a went on rampage for a second time in a week. They harassed their female colleagues for allegedly refusing to participate in a strike. Nation correspondent (2000) reported that students of Sunbuley Secondary School in Wajir District were held over an assault on their headteacher and his deputy. The students were protesting over rules imposed by the administration. In the same paper Barasa Walter,reports that irate students of Toroso Mixed Secondary School almost burnt their school over alleged mismanagement of funds. The headmaster was accused of being high-handed and unconcerned with student's welfare

Statistics show that Kenya has experienced a very high wave of violence in the last three years. According to Mr. Peter Kimanthi, a police spokesman talking to the Daily Nation reporter in May (1999) says 193 cases of strikes were reported in secondary schools and colleges in 1997, 180 cases in 1998 and 135 in 1999. Some of the incidents were very disturbing such as the Nyeri High school case where four prefects died after their room was torched by fellow students who were dissatisfied with their leadership.

Kenya Television Network on facts on file on 13th November, 2000 a summary of several schools strikes was given as follows:- On 20th September, 1997, Mbale High School in Vihiga had its students destroy property and demand the removal of the school head. On 25th may 1999 a student dies and three others seriously injured as a room is torched at Nyeri High School, 27th May 1999, two students sustain burns after brawl with colleagues at Kianyaga High School, 4th August 1999 in Kirinyaga, Baricho High school students are arrested over rape orgy, 14th October, 2000, Kijabe high School is closed down following students strike and four colleagues are suspended for brewing, 13th November, 2000, 84 students from Nyahururu Boys' High School are arrested and scores injured in a night invasion of Ndururumo Mixed Boarding School.

On the night of March 25th and 26th 2001, 67 boys were burnt to death and 19 others injured when two students set one of the dormitories on fire, at Kyanguli Secondary School because the students disliked their headmaster and wanted him transferred. The Principal was unpopular for beating up students. Two days before the boys' upper dormitory caught fire, leaflets calling for transfer of the headmaster were circulated in the School.

The most obvious symptoms of disciplinary malaise in Kenyan Schools have been cases where order and control in the school is disrupted by strikes. Students employ strategies to redress grievances, which may appear to the strikers to be incapable of correction by

any other means. Strikes are symptoms of deep-seated disciplinary trouble and students dissatisfaction far less tangible than the immediate and apparent causes of disturbances.

The modern concept of discipline is that it provides a pattern of acceptable behaviour and performance as against the old fashioned idea of chastisement or punishment for wrong doing (Beech et al. 1964). This shows that discipline obtained through fear is not successful. In the modern concept the student needs to be helped to develop his or her unique and individual personality but with a cultural background and group consciousness.

Muchiri (1998) in Masters of Education thesis shows that Her Majesty has discussed the issue of management style's Inspectorate (1987) as preventative strategy of discipline. The Inspectorate expressed the view that effective leadership is the most consistent feature of those schools where students behave well. In the same thesis a study was carried out on discipline in Tanzania Secondary Schools (Umba, 1976) it was found out that one of the causes of student unrest was the tag-of-war between teachers and students. The teachers wanted to show that they have power over their students, and their decisions should be final. The students on the other hand felt that they had a part to play in the running of the schools and that they should have a say.

Looking at some of the cases sighted the cause of the problem seems to be the principals' because all the students that have been involved in strikes accuse the

Principals' of high handedness. This is why the researcher felt the need to investigate whether there is a relationship between the principals' characteristics and student's discipline in public secondary schools in Nairobi Province.

Statement of the Problem

Today in Kenya, many parents ,teachers and all those charged with the responsibility of bringing up youths are very worried. To the adults, the youths are often unruly, rude and irresponsible. They misbehave in school, at home and wherever they are.

Quite a lot has been written about discipline and what it contains. Most of the discussions have outlined various opinions about factors that influence discipline or trigger indiscipline in schools.

Muchiri (1998) in an unpublished Masters Degree Thesis shows that school administrators practice tyranny in the name of discipline. They seek to confine the student's behaviour and influence their way of thinking by use of school rules and other bureaucratic controls.

There has been no clear answer,on matters of indiscipline, since some people blame it on changing times. Researchers on the other hand, come up with different and contradicting views, because they carry out their studies from different parts of the country and at different times. Due to the changing times of our society, too many

responsibilities of guiding young people and instilling in them virtues and values that are accepted by the society; have now been passed on to the school. The teachers are expected to instil these values in the young people, besides their teaching job. Parents, church leaders and close relatives have abandoned their duties of nurturing the young people into responsible adults. Youths whose character is not well developed inevitably fall into bad habits, influencing others through peer pressure.

Discipline according to the Oxford English dictionary refers to the training of the mind to obtain self-control and habits of obedience. At the school level discipline is controlled by rules and regulations, which must be obeyed by the school community. The principal is the main co-ordinator of the whole process of discipline.

Discipline is a very crucial element in administration, school learning and achievement. It is equally important to all other human endeavours. Mbiti (1974:76) puts it rightly that any school administration is incomplete with consideration of discipline. He further adds that the goal of discipline is to make possible for the individual or team of individuals to succeed in the set goals. Further still he emphasises that whenever discipline is missing, there can be no success. This means that in all human undertakings whether it is administration, learning, family life, economic or commercial ventures, discipline is very vital if the ultimate goal is to succeed.

Secondary education is essentially adolescent education. This is a difficult stage in that it is a transition period between childhood and adulthood for the teenagers. This therefore, places the children in a difficult situation; full of uncertainty. Discipline keeps order, creates a suitable environment for activity, and tries to instil some of the essential values of life like co-operation, time consciousness and hard work, which are important components for success.

Even though many scholars such as Ukeje B.O, Charles C.M., Cleugh M.F., Docking J.W., Magara J.J. Rwamba E.E. have written on how school principals' should create, define, shape and/or change culture, very few have attempted to study the school as an organisational culture. This is an area in which the principal, teachers, students and parents have a shared sense of meaning. A sense that allows day-to-day activities to become routinized or taken for granted. What principals' do and how they perform their roles have been extensively studied. What have received little attention are the underlying reasons for performing their roles the way they do, that is the basic assumptions and guiding beliefs for their performance.

John H.O. Orara (1998) in an unpublished Doctorate Degree thesis found out that recent studies and writings recommended to researcher of schools using approaches such as participant observations, ethnography and intensive case studies in order to accurately

learn what is happening in them. In the same thesis he shows that a school ought to be guided by order and discipline for it to achieve its core goals.

In a manual for Heads of Secondary Schools in Kenya (1975:3) the duties of the head of the school are shown that, the head is responsible for the overall running and control of the school and for the maintenance of the tone and of all round standards. He/she will have a strong interest in the welfare of the pupils, both spiritual and temporal. Although the head may delegate many responsibilities to other members of staff, he or she must be in close touch with all school activities, whether academic or extra-curricular. This is why principals' would greatly benefit from being credited with at least three years work experience beyond their first degree. There is a global tendency towards raising the levels and qualifications, experience, ability, competence and initiative. They must have undergone courses on institutional and financial management.

In the Koech Report of the Republic of Kenya (1999:225-226) it was pointed out that there is enormous political interference in the appointment of principals' and education officers, and that in most cases, experience, academic and professional qualifications for the job do not count. Yet, heads of institutions are central to successful management of educational institutions and implementation of the total curriculum. Such appointments are usually made from serving teachers, most of who have had no prior training in institutional management. Such lack of training, adversely affects effective management

of educational institutions and the maintenance of quality and high standards of education and training. In the words of an experienced head-teacher of a well managed boy's secondary school in Nairobi, "a school stands or falls by its head-teacher." While a good head-teacher needs to invest years of hard work in order to create a first-rate school, a bad head can ruin it in a very short space of time. To improve secondary school education, the paramount need is to identify and train the right people to head schools.

Principals' must be persons with appropriate academic and professional standards of high qualifications. Nolstad (1949) reported in the Review of Educational Research that "the median qualification of superintendents and supervising Principals' in Pennsylvania was the Master's Degree." The National Association of Elementary School Principals' had earned a Masters of higher degree and had nearly 15 years experience. "this helps the principal to handle issues of discipline more consciously".

In the book of Education Administration by Ukeje, George, Akabogu and. Ndu (1992) it shows that it would be useful to the principal if he or she had some work experience in jobs outside his or her profession such as farms, factories or firms sometime during his or her life even in secondary school life or the University Course. This would give a person insight into the problems and aspiration of the patrons of the school and give him or her the very highly desirable feeling for the dignity of all men irrespective of

their work or background and the importance of all kinds of jobs. This information would help the principal understand the problems that he or she is faced with concerning student's discipline. Ukeje, George Akabogu and Ndu (1992) continues to say that the principal should have concern for the most important issues of human existence, its origin, nature, meaning, purpose, destiny, serious consideration for love, parenthood, and death, acceptance of belief in and submission to a supreme eternal inaccessible but ultimate law giver and cause of behaviour modification.

The school principal needs to be acquainted with a very large number of problems and practices in the organisation administration and supervision of secondary school together with other kindred courses. This acquaintance can be achieved either through directly grappling with immediate practical problems or indirectly by way of informal study of books, articles from journals and other published materials or from talks delivered by professionals or by attending professional courses in colleges and institutes of education.The principal should exhibit civil leadership by participating in community activities. By doing so the principal gets deeper and more realistic insight into the community for which he/she serves and is preparing his or her pupils for.

Discipline in the best sense is the control of behaviour in the light of purpose. An individual is said to have self-discipline when he or she can set goals for himself or herself then make whatever sacrifices and efforts are necessary to obtain it. The goal of

good school behaviour is to build up a level of self-control so that proper habits will be followed without the use of authority, self-control that will provide the appropriate atmosphere for work in the various school locations and situations.

In the recent past, Nairobi secondary schools have experienced incidents of indiscipline. Nation correspondent, (May ,1995), Pangani Girls students boycotted classes and marched out of school accusing the headteacher and the deputy of high handedness, unfair suspension and expulsions for flimsy reasons, religious discrimination, little food and that the headteacher and the deputy are rude to the teachers in front of the students. Nation correspondent (July ,1996) reports that Dagoretti High School students boycott classes and match to the city centre to protest alleged lawlessness in the institution. They claim that there are frequent fights among students.

Waihenya (March, 1999) reports that during the Annual General meeting at Nairobi School held on 29th March, 1999, parents complain about indiscipline among the students, cases of bullying the younger students were cited whereby the younger students do all sorts of odd jobs for prefects in an oppressive manner. Theft is common such that parents keep on replacing their son's lost items particularly uniforms. In 1998 six students from the institution were expelled and others suspended for drug taking. Marijuana and cocaine were cited to be common drugs in the school. The school

administration was blamed for laxity and incompetence and called for a change in management tactics to indiscipline problems.

The East African Standard Correspondent (October ,1999) reported that Parkland Boys Secondary school students boycotted classes and accused the school principal of denying them use of school hall and hires it out to religious groups. Marindany (January ,2001) writing in the East African Standard reports that State House Girls High School was closed down indefinitely following students protest. Efforts by the school's administration to bar the students from leaving the compound earlier, failed when the girls opened the main gate leaving the guards speechless. Half the student population walked out on the headmistress, citing alleged high-handedness in the running of the institution.

Nation correspondent (June, 2000) Eastleigh High School students boycott classes and demand the removal of their new principal, then marched to Jamuhuri High School in a bid to have their former principal who had been transferred there back. The new principal was accused of being unable to manage the school.

Of late principals' have been hurt or killed by their students, when there are riots. In most cases the public has lost property and parents have been subjected to heavy fines to replace destroyed property at the school's concerned. This is done whether their

children were directly involved in the riots or not. It is necessary to carry out this study because the previous studies did not examine the principals' relationship and characteristics on discipline. This study might help eradicate riots in our public secondary schools before the situation gets out of control.

1.2 Purpose of the Study

The purpose of this study was be to investigate the principal's selected characteristics that influence student's discipline in public secondary schools in Nairobi Province. The study also tried to establish factors other than principals' characteristics that influence discipline. In addition, the study identified ways of improving discipline in schools and made recommendations on management of discipline problems.

1.3 Objectives of the Study

The objectives of the study were :

- To find out whether there exists any significant relationship between the principal's characteristics such as:

- Chronological age

- Gender

- Religious affiliation

- Academic qualifications

- Administrative experience

- To establish factors that influence discipline other than the principals'' characteristics.

- To identify ways of improving discipline in public secondary schools in Nairobi Province and make recommendations on how to manage discipline problems.

1.4 Research Questions

The Research was based on the following questions:

1. Is there any relationship between the principals' age, gender, religious affiliation, academic qualifications, administrative experience and discipline in public secondary schools in Nairobi Province?

2. What kind of discipline problems are experienced among public secondary school students in Nairobi Province?

3. What are the causes of indiscipline in public secondary schools in Nairobi Province?

4. Are there any other factors other than the principals' characteristics that contribute to student indiscipline?

5. What disciplinary methods are applied when dealing with cases of student's misbehaviour in public secondary schools in Nairobi Province?

6. Which are some of the problems that principals' face when trying to enhance discipline in their students?

7. What are the roles of the principals' in general when dealing with discipline issues in their schools?

1.5 Significance of the Study

All those concerned with educational matters, that is, educational stakeholders are continuing to worry about the increase of violence and other forms of anti-social behaviour that is on the increase in Kenyan Secondary schools. There was need to carry out a study that would establish the actual factors that influence discipline in our secondary schools as well as provide real solutions to such problems.

Every time cases of indiscipline are reported in the media, the public reacts by blaming school principals whom they think are not carrying out their duties well. School managers respond to such reactions by blaming the decline in the family and societal values, which make their work as school executives very difficult. This study acted as an eye opener to the school principals' by making suggestions on strategies that can improve discipline in schools instead of spending valuable time apportioning blame.

The study intended to show different ways of dealing with student's indiscipline. The role of the principal in the overall school discipline is discussed to help the

principal especially where in-service training does not give an insight on the role they should play.

The findings of the study will benefit principals', people in the management of schools such as Boards of Governors, parents, social workers and any other people concerned with the welfare of children. This is so because the study has looked at the underlying factors behind students behaviour and what may be done to help them back to normality.

The information that has been gathered is useful to institutions that are concerned with the training of school managers, such as Kenya Education Staff Institute (KESI), teachers in-charge of discipline matters in schools, officers in charge of institutional guidance and counselling both at the Ministry of Education and school level, the colleges that train teachers and universities. The study is also to help the general public to understand the causes of indiscipline in secondary schools and how they can assist in advising the youth against indiscipline.

The country has witnessed some embarrassing situations such as rape, loss of property and sometimes lives that have become the order of the day. This study may save a situation by nipping the culture of riots and other ugly scenes in our secondary schools in the bud.

Limitations of the Study

This study dealt with a very important area of management, that is principal's characteristics and their influence in school discipline. Some of the limitations were time factor, costs and lack of response from five respondents.

Delimitation of the Study

This study was restricted to public secondary schools in Nairobi Province only. This deliberate choice of public schools was reached at after literature review revealed that principals' in public secondary schools behave almost different from those of private schools. The level of motivation, development and performance appraisal are different. The study examined the principals' only but not the rest of the school personnel because they were seen to be directly in-charge of discipline in schools.

Basic Assumptions of the Study

The study was based on the assumptions that:

1. There exists a problem related to students discipline and the age,gender,religious affiliation,academic qualifications and administrative experience of the principals' in public secondary schools in Nairobi Province

2. All principals' are good performers and that they responded honestly to the variables in the questionnaire.

3. The principals' were willing to develop themselves and therefore, took items in the questionnaire as a challenge to self-evaluation and development

4. The responses received from the principals' were a true reflection of their characteristics and gave a true picture of the factors that influence discipline

Definition of Significant terms in this study:

Teacher: Refers to a person registered by the Teacher's Service Commission in accordance with section 7 of the Teachers Service Commission Act.

Graduate Teacher: Refers to a teacher who has obtained a degree or postgraduate certificate in education from a recognised university.

Principal: Refers to the title used to refer to heads of secondary schools or colleges.

Deputy Principal: Refers to a person appointed or delegated to act for the principal of secondary schools or colleges.

Approved Teacher Status (ATS): Refers to the level, equivalent to a graduate teacher, non-graduate teachers are promoted after achieving a recognised professional and academic experience in the teaching profession.

Professional grade level: Refers to mean the level at which the graduate Teacher is placed in the promotional hierarchy within the scheme of service for graduate and approved teachers.The professional grade levels for

graduate teachers, at present are: Graduate/Teacher III, Graduate/Approved Teacher II, Graduate/Approved Teacher I, Head-teacher III, Senior Graduate/Approved Teacher/Head-teacher II, Principal Graduate/Approved Teacher II/Senior Head-teacher I, Principal Graduate/Approved Teacher I, Principal, Senior Principal, Chief Principal.

School:Refers to an institution in which not less than ten pupils receive regular instruction or an assembly of not less than ten pupils for the purpose of receiving regular instructions.

Public School:Refers to a school maintained or assisted out of public funds.

Discipline:Refers to training of the mind to obtain self-control and habits of obedience.

Indiscipline:Refers to lack of training of the mind and character for self-control and obedience.

School Discipline: Refers to standards or codes of behaviour to which teachers, students and non-teaching staff must adhere.

Principals' Characteristics: Refers to mental or moral qualities that make a Person different from others such as honesty, justice, reliability, and fairly and exhibited capabilities and attitudes for good human relations with the staff, pupils and the community. Clear knowledge of school objectives, reasonably good health, physical stamina, sympathy, confidence, gregariousness, orderly, intense professional training, flexible, ambitious

and has very wide interests.

Organisation of the Study

This study was organised in five chapters. The first chapter which is the introduction contains information on the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the basic assumptions and the definition of terms as used in the study. The second chapter contains literature review, which is organised thematically. The main themes in this chapter are the concept of discipline, examples of types of indiscipline issues of schools, causes of school indiscipline, methods of dealing with students indiscipline, constraints faced by principals' in their effort to solve discipline problems, the role of principals' in school discipline and conclusion where principals' are advised that leadership must be earned through service corporate activities. The third chapter is the research methodology. The research methodology comprises of the research design, target population, sample, sampling procedures, sample size, research instrument, instrument validity, test reliability, data collection procedures, and data analysis techniques. The fourth chapter brings out the analysis of the research findings and the discussion of the findings. The fifth chapter contains the summary of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature for the study is organised around the following sub-topics, discipline, examples of types of indiscipline issues in schools, causes of school indiscipline, methods of dealing with students indiscipline, constraints faced by principals' in the effort to solve discipline problems, the role of principals' in school discipline, constraints faced by principals' in their effort to solve discipline problems, the role of principals' in school discipline and conceptual framework.

Discipline

It is common that whenever reference is made to discipline, most people tend to think of it first in punitive terms. The term discipline has been overused in the negative or punitive connotation. Discipline should be viewed positively as a social factor, which has a very significant bearing on ones life. Looking at our schools today, it is very true to observe that those, which have been doing consistently well in national examinations, are also the ones with traditions of good discipline.

Ukeje, George, Akabogu, Ndu (1992:290) show that discipline in the best sense is the control of behaviour in the light of purpose. An individual has self-discipline when

he/she can set a goal for himself or herself and then make whatever sacrifices and efforts are necessary to obtain it. The emphasis today is on permanent educational values, rather than on maintaining order in the school. Training boys and girls to desire to be acceptable and useful beings, rather than destructive and harmful beings. Individuals ought to be trained to govern each of his or her own conduct, rather than to be dependant upon others.

Blandford (1998:1-2) shows that effective and lasting discipline focuses on the ability of individuals to control themselves. If all members of the school community were self-disciplined individuals, there would be very few, if any, problems.

Charlton T. and John (1994:17) show that the more we investigate human behaviour the more we appreciate its complexity and how difficult it often is to explain precisely why individuals behave as they do. The manner and extent to which people practice certain behaviour is affected by a whole range of variables usually in combination. They further say that such variables can be usefully construed as being either internal or external to the individual. Internal variables include biological factors such as the state of various system and certain glandular functions, heredity and other genetic considerations. They also encompass psychological factors, which refer to aspect of the individuals' effective and cognitive states such as level of self-concept, anxiety, intelligence and motivation. External variables are represented by an array of environmental influences of which the

family, school and peer group appear to be the most influential. The intricate interaction between such variables affects how and what we think, feel and act.

Fayol (1965:20) shows that discipline is in essence obedience, application, energy, behaviour and outward marks of respect observed in accordance with the standing agreements between the firm and its employees. Discipline is so essential for the smooth running of business that without it no enterprise could prosper.

Griffin (1996:27) shows that in the Heads' manual,discipline including the supervision of the prefects, is below the dignity of a head and should be left largely to his deputy. But one clear thing is that a Head's public and professional reputation will depend more on the standard of discipline in his school than on any other single factor. A Head who lets discipline out of his hands is risking trouble. He further says that the paramount aim of school discipline should be to endow each pupil with such habits as self-respect and proper pride in his own integrity that will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into their adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community, performing properly its function of training the citizens of tomorrow.

Kerosi (1987) recommends an integrated approach to discipline. This is because discipline is not a responsibility for the principal alone and therefore, it involves and demands the participation and co-operation of all the members of school organisation.

Mbiti (1998:83) says that discipline in school and at home, should be to that which will produce young people that will be responsible when they become adults. They should be able to make their own decisions and accept the consequences of the decisions they make. They should exercise self-discipline, the kind of persons who do not simply "swim with the current." Every school and every home aims at seeing its products grow into interesting, effective people who will make good friends, husbands, wives, parents, neighbouring and good citizens.

Mwiria (1995:26) sees that early involvement of students in making of decisions that affect them is good for their future and that of the country. They become more responsible in the use of school property, and may provide information that could help in the promotion of good practice in school administration.

Neville, (1989:6) states that behaviour and discipline are important issues in education. Children and their parents need to be assured that conditions in school guarantee physical safety and psychological security; the well being of the general community depends on its young people accepting consensual values and acting accordingly.

School enrolment prospects and general reputation owe much to public perceptions of its behavioural standards. He uses the Pack Report (SED, 1977:3.1) to define discipline as the "maintenance of orderly system that creates the conditions in which learning takes place and allows the aims and objectives of the school to be achieved." Students are expected to conform to socially acceptable behaviour because it is regarded as minimally necessary to allow the school to function as a harmonious and humane community as well as promoting an environment that is conducive to serious learning.

Okumbe (1998:115) remarks that despite the acquisition and application of the critical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff who do not strictly follow the set standards of their educational organizations. He continues to say that,in order to successfully achieve the objectives of a School College or university ,all the members of educational organisation are required to strictly adhere to the various behaviour patterns necessary for maximum performance.

Okumbe (2001:24) tells us that one of the greatest challenges of educational management, in particular, and management in general, is that of being a role model or a shining example at all times and yet this is what enhances discipline by influencing and stimulating students' behaviour throughout their stay in school. He further says that educational organizations should strive to inculcate preventive discipline among its

students. This helps to prevent infractions and stimulates the students to meet the organisational expectations enthusiastically. However, in order to encourage self-discipline, the educational management must first of all enhance self-discipline among its leaders, teachers and non-teaching staff.

Waithaka (1987:27) shows that a firm but considerate school administration, with proper channels of communication, will provide an atmosphere of justice, and coupled with regular counselling, most students will undoubtedly appreciate what is good for them. Secondly, it has to be recognised that students are young people, full of energy that may spill over unless opportunity is provided to unleash it. In this regard, a good principal will have a school programme that includes such activities as games and societies, and which allows students full participation on organising the activities ,will go along way to relieving tension that could otherwise burst out into undesirable incidents ,in the face of minor and easily solvable problems.

Legal Notice No.40 of 1972 under section 19 of the Education Act 1968 ,that is , Education (school discipline) Regulations indicates that the school among other things is "........Expected to promote, among its pupils good behaviour and acceptable moral and social conduct." Any action or behaviour that is not in conformity with these acceptable norms constitutes indiscipline. Mass indiscipline or a school strike, takes place when a group of pupils are involved in acts of indiscipline.

According to guidelines for Heads of secondary schools from the Ministry of Education and Culture in Zambia, discipline is an orderly behaviour that should be encouraged by good pupil motivation. In matters of education discipline is not a separate issue but a fundamental underlying issue. It is not indiscipline that causes poor results, but rather a poor school that causes indiscipline. It is further said that a good head means a good school. The ideal head must posses three important qualities:

- He or she must be a mature and well-trained educationist.

- Must be an outstanding organiser

- Must be an inspiring leader.

A principal endowed with these qualities should be competent and capable of handling a secondary school and of administering it as a living community and as an effective educate unit. The good principal is constantly aware of the interests of his pupils and talents of his or her teachers.

In a study known as the "London Junior School Study" (Mortimore, Sammons, Stoll, Lewis and Ecob, 1986) findings were that schools in which there was better behaviour were those in which the headteacher was always available to attend to parents without appointments. This strategy presumably facilitated parent-teacher relationship in general and created the opportunity of discipline problems to be discussed before they become more serious..

In a handbook for primary school headteachers in Kenya (1979) it is said that the headteacher and staff should realise that discipline is a very essential educational element for the development of a healthy and dynamic primary school. This can be said the same for secondary schools for we know that discipline is the training of the mind and character, in order to produce self-control and an attitude of co-operation. It is that state of the mind that comes from within. This is to be distinguished from order which is a state of affairs and which comes from outside a person.

The goal of a good school behaviour is to build up a level of self-control so that proper habits will be followed without use of authority, self-control and that will provide the appropriate atmosphere for work in the various school locations and situations. That is classroom and libraries a good atmosphere will prevail; in corridors and playgrounds none will be encroaching upon the rights of others. Pupils will be responsible for their own conduct and activities, and proper habits will be followed.

Discipline ought to mean essentially the teaching and learning of necessary restrictions placed upon the activities of the individual as a price of membership to the group. It is about the conduct of members of a given group/school/family. Although discipline curtails the freedom of action of those subjects to it, ideally it maximises the amount of freedom any individual can enjoy consistent with the scope allowed to all other individuals. The principals' of schools should have a thorough understanding of

discipline so as to be able to guide the students and teachers to make reasonable decision responsibly..

This study focused on discipline problems in public secondary schools in Nairobi Province. Conduct disorder in this study refereed to indiscipline, behaviour problems or misbehaviour in schools. According to Barasa and Ngugi (1990: 146-147) indiscipline is an attitude, unwillingness to make the effort required to achieve the objectives chosen for example, a student may decide to go for swimming instead of attending classes. As a result of indiscipline the student becomes a deviant.

Examples of types of indiscipline issues in schools

Today secondary school principals' are faced with a lot of social problems such as drug trafficking in schools, students indulging in alcohol and drug taking, the disintegration of the family whereby some young people are left with no role model to emulate.

From the Kenya Television Network Facts on File of October, 1999 it was reported that violent practices by students is not a new phenomena in Kenya. Recent outrages included statements like students of Kimuthula school in Kitui disrupted the Kenya Certificate of Secondary Education Exams. On November 2, Kihuti school was closed indefinitely after students rioted. On October 29, secondary school girls from Karoti were suspended after they set their dormitory on fire. And on October 15, students from

Dagoretti High School destroyed several teachers' houses to protest the suspension of form three prefects.

Some of the indiscipline cases reported include bullying. This is where the young and weak students are made to either surrender their properties to other students or do work for them, like cleaning their cubicles.

Griffin (1996:31) says that some heads claim that it is sometimes contended that bullying puts a new boy in his place and makes him compliant and obedient. This, the writer says, is synonymous with cowardice, it is morally unjustifiable, and totally unnecessary.

Waithaka (1987:26) remarks that for a young child who joins form one in another school, at times hundreds of miles away from parents, the change of place may already have shattering effect, but to add bullying to it is to make the new school so insecure that the students' learning and general attitude may certainly be affected very adversely.

Report by the school discipline committee (1967:14) in Anderson's Thesis (1971:52) defines strikes as a convenient label for any strategy which has not been sanctioned by the school authority and employed by students to redress grievances which may appear to the strikers to be incapable of correction by any other means.

In most cases other examples of indiscipline include noise making, lack of completion of homework, being untidy and not paying attention in class. In serious cases such as neglect of work, lying, gross insubordination, truancy, stealing using an unacceptable language, the Education Act spells out the procedures to be followed. Other areas that might look trivial but lead to school indiscipline include truancy, smoking in the school compound or outside while dressed in full school uniform, damaging school property, refusing punishment from prefects or teachers and generally going against the given school rules and regulations.

In more serious cases of indiscipline, the Education Act authorises the principal to suspend a student or students from school. The Principal must state clearly in writing the reasons for suspension directly to the parent or guardian of the student. A suspended student must be physically absent from the school until he or she is informed of the outcome of the case by the principal. By law the principal is required to report to the Board of Governors of the school the suspension of the student within 14 days. The Board of Governors Committee is convened to discuss the issue and after deliberation, recommends to the Director of Education, through the Provincial Director of education, the punishment it feels it commensurate with the offence. After Consideration, the Director of Education may either confirm the suspension and order the expulsion of the student from the school; or confirm the suspension and determine the conditions for readmission of the student; or terminate the suspension altogether and readmit the

student unconditionally. A student who is expelled from school shall not be readmitted unless there is a special clemency by the Director of Education.In case of mass indiscipline the Education Act gives the principal the power to act by declaring all the students suspended and follow the same procedure of suspending one student.

Sometimes those responsible for discipline in any organisation may cause more problems by the way they discharge their duties. In so doing ,this may create more disciplinary problems as they try to solve them. It may therefore, constitute parts of the reasons for poor discipline in the organisation.

Some of the important understandings and attitudes with which administrators should approach the discipline situations are: -

   i.   **Leadership, is an outgrowth of confidence;**

         Leadership must be earned through service in co-operative activities. When the principal is seen to work for the good of the group, to recognise and encourage the special abilities of the group, to make more wise decisions than bad ones and to abide by group decisions in problems that concern all the group, he or she will exert a leadership based upon confidence.

ii.   **Frankness in admitting error:**

All meetings between the principal and a student should be conducted with firmness and fairness and an attitude of good will. Until the student is proved wrong he or she should be treated as though he/she is innocent.

iii.   **Fairness and poise:**

All meetings between the Principal and a student should be conducted with firmness and fairness and an attitude of good will. Until the student is proved wrong he or she should be treated as though is innocent.

A disciplinarian administrator should always maintain self-control otherwise he or she may lose face and become another disturbed person whom the students resent. According to Ukeje discipline and morale should be positive rather than negative. Principals' should use commendation for correcting a bad behaviour, scolding and magnification of the undesirable actions do not improve discipline and morale. Instead they are improved by emphasising, commending, and encouraging activities that are well done. The Principal should always accept responsibility. Presumably decisions in a school system are made after due consideration and with appropriate consultations, therefore, when they have been made, the Principal and the teachers should accept full

responsibility for carrying them out and with-hold any criticisms until there is proper time and place for expressing them.

Wherever people live and work some rules and regulations for the effective accomplishment of the common purpose should guide them. In school the emphasis should be on voluntary subordination based upon an understanding of the goals of the group. This is obedience based upon understanding. The objective of punishment should be to reform the victim. When a student misbehaves the principal needs to devise learning experiences that will influence his or her behaviour. In devising punishment and learning experiences for deviant students, factors and peculiar characteristics should be taken into account.

Charlton and David (1994:8) gave a report on Elton Lord findings on the March 1988 enquiry into discipline in schools in England and Wales as follows: Some teachers gave a variety of minor but nevertheless "disruptive" incidents such as making unnecessary noises, calculated idleness or work avoidance, lateness, getting out of seat without permission, hindering other students from pursuing their goals and talking out of turn. The survey also found out that teachers too did encounter problems behaviour of a more serious nature, for example, verbal abuse towards teachers, physical aggression toward teachers, physical aggression towards other students and physical destructiveness.

Muchiri (1998) carried out a study of participatory processes used by headteachers to enhance student discipline in public secondary schools in Nairobi province. The findings showed that Nairobi schools experienced discipline problems in different ways. Drug abuse 37.4%, Tardiness 34%, Truancy 32.8%, Absenteeism 30.4%, Failure to complete homework/laziness/lack of seriousness 28.0%, Theft 26.1%, Noisiness 21.3%, Sneaking out of school 20.7%, Fighting/bullying 13.4%, Wearing inappropriate attire 9.4% and Pregnancy 2.7%.

Causes of School Indiscipline

According to Ukeje, George Akabogu and Ndu (1992:294) there are some types of acts or procedures that contribute to unsatisfactory behaviour and regulations.

They are:-

- Subject matter and assignments may be too easy or below the mental maturity of the student;

- Subject matter and assignments may be too difficult leading to the frustration of less able students;

- Assignments may not be well planned or may not be clear to the students; their efforts may, therefore, be criticised, thus frustrating and agonising them.

Okinda and Owuor (1995:36) show that indiscipline in schools can be caused by:-

- Negative teachers;

- Parents who are unable to bear the burden of school fees and see the head as the cause;

- Politicians who may want heads whom they can control and manipulate thus admitting failures to keep the member of parliament popular;

- Lazy and incompetent heads can cause indiscipline in that students can see through them. There are some heads who are weak and they try to please students at the expense of other teachers;

- Ministry of Education antagonises school heads by announcing publicly that they have released grants and bursaries but may be they have only sent Ksh.10,000/= while the needy parents and students will be expecting a lot;

- Perhaps teachers have not been posted to teach certain subjects. The students may not wish to understand. They take it like there is a cupboard where teachers are kept and the head has the key to open and take a teacher to them;

- Negative influence by other students who for reasons best known to themselves have realised that they are failing and would want the whole lot to sink with them.

Reynold 1984 (Charlton and David 1994:44-45) speculated on factors which hinder "good" school influence, in attempting to explain the genesis of a high vandalism and high disaffecting school, he refers to the probable causes as:

- A highly coercive regime where control was concerned with physically punishing, rather than seeking the root cause of deviant behaviour, where many rules prevailed and where flexibility was enforced.

- Relationship between teachers marked by friction.

- The headteacher and staff apportioning blame for school problem upon each other.

- A high turnover of staff.

- A paucity of pupil involvement in running the school.

- Classroom management practices which include public ridicule of miscreants, and the administration of class punishment for individual rule breaking.

- Unwillingness to welcome parents into the school.

- Negative staff perceptions of pupils who were seen as not being able to be redeemed and cannot be remedied , stemming from apparent deficiencies in primary socialisation.

Kamau reporting for the Daily Nation (1999) noted that, the kinds of students who make it to secondary schools are more exposed than today's parents were. They are used to watching violence on television, drug abuse, alcoholism and even sexual activity to an extent that, with the lack of serious guidance they become morally decadent. This is worsened by the breakdown of the family system where the average working parent may not have time to try and understand the problems faced by their

t school a lot of emphasis is laid on academic performance and little time is guidance and counselling Wahome Thuku also reporting for the Daily 99), maintains that violence and indiscipline in educational institutions are lack of moral cultural values in academic programmes

984:32) indicates that peer groups often have their own sets of values and d where these conflict with or are radically different from, those of the als" family or the wider society he or she has to determine which of the ig or differing expectations to adhere to

i Nairobi Psychiatrist, said teachings on morality, prayer and worship have been d from official school programmes in the West and the same is being done in rts of the world This has resulted in students despising all power and authority, to many ugly incidents being reported in schools He said traditional rights of which differentiated children from adults, have long been discarded and the low follow their own culture In his speech on youth and delinquency during the al Conference on students leadership, guidance and pastoral care in schools held yatta University on 17th August 1999 showed that worship of money and social corruption and individualism had taken the place of religious morality, pointing at poverty, overcrowding, oppression, lack of respect for elders, trauma and child were the major causes of violence in society Giving a keynote address at the

same conference, Ndingi Mwana-a-Nzeki said that posting of teachers to church-sponsored school by the government without consultation with the sponsors was partly to blame for crises in the institutions.

According to Mbanya (1999:2) it is obvious that, the general political violence frenzy that there has been around recently has also greatly affected school programmes. For example in some schools politicians have been heard wooing students as voters or agents to the students great excitement, sometimes with rioting. There has even been talk of such recruitment involving the use of alcohol or other drugs.

Family background is also considered as one of the major causes of indiscipline in schools. Bowlby (1946:41) contented that early and prolonged separation of young children from their mothers was a prime cause of delinquent character development and persistent misbehaviour. Parental deprivation as a consequence of the bereavement of a parent may also have an impact upon children's emotional and behavioural functioning.

Methods of dealing with students indiscipline

According to the Education Act ,corporal punishment was used as a way of dealing with indiscipline in schools. In this Act corporal punishment was inflicted only after a full inquiry and was administered by the principal or a teacher to whom it had been delegated by the principal. It was not to be inflicted in the presence of other students. A

record of every corporal punishment administered was to be properly documented showing the name and age of the student, the offence committed, the number of strokes inflicted and by whom. This kind of punishment was unpopular and at times it caused riots. But now it has been outlawed since April, 25th 2001.

According to Ukeje, George,Akabogu and Ndu (1992:294), they say that in their programmes for the provision of opportunities and encouragement for students to behave desirably, Principals' and school Administrators should try to:-
Develop school ideals and spirit. This is best achievement through assemblies, homeroom discussions and other students' group meetings where character, good citizenship and good spirit are deliberately cultivated.

- Develop favourable relations. This is where principals' who are well liked and respected make students behave in a way that will merit approval. principals' should, therefore, wherever possible, exhibit at least a causal interest in every pupil and in all pupil activities, congratulating them when they succeed and sympathising with them in their misfortunes.

- Careful planning by the principals' can remove many disciplinary situations by removing temptations and possibility of misbehaviour. For example pilfering can be reduced to a minimum of all students' pocket money is deposited with the housekeeper who locks it away and keeps a record of periodic issues to each student for the students' immediate needs.

- Careful and daily roll call will forestall truancy. Careful seating arrangements and custody of examination papers will prevent cheating in exams.

- Have rewards for good citizenship. This should be given to the best all-round student during an annual selection by choice members from the school community. This practice entails the keeping of records of students' behaviour which in the end give data that helps the Principal write the students' recommendations when they are about to leave school.

- There should be home and school co-operation when dealing with deviant students.

The principals' should try to follow Mc Gregors hot stove rule through:

- Making sure that there should be prior knowledge of rules and regulations whereby the students are well informed about the school rules and consequences of breaking them.

- A disciplinary action should be applied immediately – this will enable the offender to see the connection between the undesirable behaviour and its consequence.

- Disciplinary action must be consistently applied – similar offences are dealt with in similar ways. Variations might bring discontent, which may lead to a revolt.

- Disciplinary actions must be objective. Thorough research must be done to ensure that the offence was actually committed before a disciplinary action taken.

- Disciplinary actions should be impersonal – the punishment is not carried over once administered.

- Avoid entrapment – those who break the regulations should be punished for what they have actually done.

- Allow right of appeal – students must be allowed to defend themselves against the offence for which they have been charged. This enhances democratic disciplinary process.

Griffin (1996:29) says that positive methods should be used to enhance discipline.
These are: -

- Start right –explain to the students the standards expected. Make it clear that discipline is not something to be discarded like a garment on leaving the school premises.

- Keep rules short and simple.

- Help the students settle properly –by avoiding or eliminating bullying.

- Trust the students by allowing freedom of speech.

- Encourage the students by praising them for the good things they do.

- The head should be accessible – so that the students can see him or her when in need.

According to Okumbe (2001:26-27), effective management of students requires that a comprehensive effort is made by the management, to ensure that the students' activities and operations in an organisation are efficiently and effectively administered. This calls for an educational manager who is properly grounded in the techniques of effective educational management. It also requires the educational manager to have both skills and the drive to propel the educational organisation towards its stated objectives.

Effective student management behoves educational management to:

- Show both overtly and covertly continuous concern and drive towards students' achievement through teaching and learning;

- Constantly communicate appropriately and effectively to and with students. For instance, communicating to the student's general information and important events in time is as important as communicating to the students appropriately, an impending water shortage or lack of a teacher. Lack of or poor communicating may lead to a

- costly, but avoidable, student rumpus.

- Make the right decisions at the right time. 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 consciously.

- Take disciplinary measures consistently and timely.

- Motivate students by maintaining an organisational climate conducive to all stakeholders.

Show respect for and economy in time management.

The principal should involve one or both parents so that together they can discover the root cause of deviance and what the remedy can be. He/she should not take sides with parents at the expense of the teacher or the standards of the school.

Personal and group conferences can be used. The aim of these conferences is to bring those whose behaviour has left something to be desired, to see that, such undesirable and unfair behaviour is eliminated.

In a personal conference the principal should try to lead the students' thinking along the lines of the explanation of his or their conduct. The principal should be critical of the students' statements, or reasons for his/her behaviour.

The group conference should aim at helping individuals of the group to understand the true meaning of their acts, and to develop their attitudes towards more acceptable behaviour. The principal should be careful to avoid sarcasm, display of emotion and anger, otherwise the situation becomes worsened by the arousal of group antagonism.

According to the guidelines for Heads of Secondary Schools in Zambia prepared by the Chief Inspector of Schools (1999:30) in order to have workable organizations it is necessary to have several levels for dealing with anti-social behaviour, for instance, class committees, prefects, staff, deputy head and head. The lower levels should have powers, which are real well defined and limited. For example prefects might organise their own separate "prefects detention" for minor violation of the accepted code of good behaviour.

Students can be allowed to participate in the disciplinary system. They can be allowed to elect the monitors and prefects. The school Council or the prefects committee, can be allowed to formulate many of the school rules. These rules should not be regarded as being naturally fixed and unalterable, but open to question or change.

In punishing students who transgress the acceptable societal norms, respect for the student as an individual must be maintained. The punishment should be designed to correct the erring behaviour or make good the damage done. Punishment should not be designed to humiliate a pupil.

In the same guidelines it shows that communication is very important. The students should have a good idea of how the school is organised and their role in it. There must be ways in which the opinions of the pupils can be communicated to the Principal. Big problems arise in a school where the students have become alienated and discounted

without the head realising it. By means of a suitable system of delegates and committees, discontent can be aired and things put right. The notice board system should be fully developed and utilised so that students are fully informed of all current activities and opportunities. Also useful are class (pin boards) magazines and school magazine.

The principal needs to use appropriate disciplinary action to maintain organisational standards necessary for optimum goal attainment. According to Okumbe (1998:116), educational managers should strive to minimise, if not eliminate, indiscipline by strengthening preventive measures .Educational Managers should be able to apply disciplinary actions in a progressive manner.

Looking at Douglas McGregor's theory X and Y assumptions about people, education managers who look at discipline only as a punishment apply theory X which although looks aristocratic, there are cases when it has to be applied. For example when students do not want to follow the set code of behaviour despite the application of the various leadership skills by the supervisor. In a case like this one disciplinary action should take the theory X assumption. In case like this the manager uses discipline as a means to enforce external demands for responsible behaviour. Educational managers who take the theory Y approach to discipline, strive to provide intelligent leadership in their organizations. All educational managers should see the primary purpose of discipline as

being that of supplementing and strengthening self-discipline among the individuals and the entire work group of teachers and students.

The principals' should strive to set good disciplinary actions by following McGregor's "hot stove rule'" that is, before you touch a hot stove you will already have been warned by the fire. When you touch the hot stove you will be burnt immediately and this burning will be consistent each time you touch the hot stove.

In a study carried out by Muchiri, (1998), it was found out that the best procedures of enhancing student discipline as suggested by Nairobi Secondary School heads are: Guidance and counselling, dialogue, punishment, parental involvement and in some cases suspension. The research recommended that: Disciplinary Committees should be formed, students should be allowed to participate actively in school matters that affect them, parents to be guided and counselled on how to bring up children in face of domestic problems such as parental divorce or separation among others. The principals' therefore need to understand that times have changed and so are the levels of thinking and understanding among the students. If the cane and heavy punishment did the trick in the years past, it may not be as effective today. Tactics should be changed to ensure order is maintained in schools. For instance establishing councils as forums through which students air their views and grievances and seek immediate solution to their problems. Discipline should be in-built through systematic guidance and counselling.

Constraints Faced by Principals' In Their Effort to Solve Discipline Problems

Aderson (1971:65) states that inexperience in headteachers can be a problem. He continues to say that, there is strong evidence that school regimes in general have been failing to foster group and individual sense of responsibility in students and certainly tending to ignore the needs of status and independence.

Frank Njenga, a practising psychiatrist, says that errant students suffer from some form of depression. He says that about 70% of boys and girls he sees for treatment after they have been sent away from school suffer from severe depression. Due to depression, such students steal from others, make noise in class or become stubbornly rude to seek recognition. The constraint here is that teachers are not adequately trained to handle such cases.

Gachathi Report, of the Republic of Kenya (1976:5) states that "Children are very strongly influenced by attitudes, habits and other activities of their parents. These attitudes have in fact, influenced discipline in a number of schools where influential parents have tried and often managed to erode the authority of the school heads and teachers.

Mwiria (1995:25) carried out a study on the constraints and challenges to effective school management in Eritrea and found out that lack or limited professional training could explain some of the deficiencies in the management practices of some managers.

Odhiambo reporting for Kenya Times (2000), extends the blame to the present Ministry of Education Acts' provision on punishment. He argues that, as long as the powers of expulsion continues to be vested in the hands of the Director of Education, discipline in schools will remain a pipe dream. There are inherent problems in this requirement. For one, the fact that a student can be placed back in the classroom after expulsion ,is in bad taste and definitely will not augur well with other cases of indiscipline. Secondly, it imbues into students the wrong notion that their immediate custodians, the teachers are powerless, hence opening the indiscipline floodgates. Ong'ori (2000), reporting for the same paper in school times said that, the issue of discipline and punishment evokes emotions in school situations. Parents expect utmost care of their children while in school, care that is expected to be given by the teacher, the truth of the matter is that, as most teachers lament, by and large, it is the same parents who have been stumbling blocks. Parents will always protect their children even when clearly on the wrong side of the law. In most cases they will even resort to court cases to ensure that their undisciplined children are re-admitted.

The principals' leadership style can be a constraint. According to Okumbe (1998:97), leadership style refers to a particular behaviour applied by a leader to motivate his/her subordinates to achieve the objectives of the organization. The common styles practised in schools are democratic, autocratic and laissez faire. Each of these has its merits and demerits. In democratic leadership decisions are made through consultations. This style becomes a constraint if there is abuse of privilege. Autocratic style centralises power. Those led have minimal or no say about matters that affect them. This is the major cause of student unrest in secondary schools today. In laissez-faire case, the leader tends to avoid power and authority. He/she depends largely on the group to establish goals and means for achieving progress and success. This style has led to lawlessness in some schools. Everybody under this leadership style does what he or she wants.

The Role of Principals in School Discipline

The principals' as educational managers are faced with teachers, students and non-teaching staff who do not strictly follow the set standards of their educational organizations. There is need for them to be aware of the modern schemes of discipline.

According to Akabogu (1971:228) the principal needs to provide:

(a) A climate of efficiency, co-operation, service and stimulation within which a school programme as it exists, can operate most effectively.

(b) Leadership and co-ordination in periodic and continuing evaluation of the effectiveness of the total school programme meeting the needs of the students.

In order to develop high morale among his or her staff the principal must:

(a) Take the initiative in becoming familiar with the needs and interests of individual members of staff.

(b) Recognise achievements of staff members.

(c) Provide for staff members to be informed of the work of others in the school and of administrative actions or decisions, which affect their work.

(d) Encourage teacher participation in planning school matters.

(e) Encourage all staff members to offer suggestions.

The principal should develop good working relationships, with the community, in which the school is found so as to enhance discipline. This can be done by knowing the community, taking an active part in the growth, and improvement of the community, encourage participation in the life of the school and lastly provide for interpretation of the school to the community.

In managing the school the Principal ought to:

(a) Develop an internal staff organization with clear lines of authority and responsibility-define duties, responsibilities, power and authority in the best way.

(b) Work with the staff to determine which supplies and facilities are needed for the best job. Work with school Board of Governors to obtain those supplies and facilities by planning the budget and explaining why all requests have not been met.

(c) Plan with the staff for the efficient use and maintenance of existing supplies and facilities.

(d) Make provision for careful records concerning the staff, the pupils and the support facilities.

Mbiti (1982:79) say that the child needs to be helped to develop his or her unique and individual personality but with a cultural background and group consciousness. The child should be trained to make choices reasonably and independently.

Muchiri (1998:35) shows that it is important to involve parent participation in the running of the school. When decision making at school is a partnership between parents and the educators, there is more co-operation in implementing choices among alternatives and so better quality decisions evolve in matters of indiscipline. Schools where there is better behaviour are those in which the principal is always available to see parents at particular times during the week without appointment. This facilitates parent-teacher relationship in general and creates the opportunity for discipline problems to be discussed before they become serious. This is so because parents who

visit the school get to know how their children conduct themselves in school through discussions with the teachers.

It is necessary for heads of schools to put into practice the factors associated with promoting effective pupils behaviour in order to prevent the development of behaviour problems. The following factors are outlined in school management and pupil behaviour (1989:33):

- High levels of pupil involvement in academic activities.

- A positive climate of high expectation of pupils in terms of academic work and behaviour. The way teachers interact with students may evoke positive response, which may lead to academic competence and give the sort of self-esteem that will prevent behaviour problems.

- An incorporative rather than coercive disciplinary system which attempts to socially control pupils by means of using relationship with.

Managers of schools need to be encouraged to practice reward based rather than punishment oriented ethos, which rewards good behaviour and attitudes and avoids whole group sanctions and any forms of physical punishment.

Conclusion

In conclusion the concept of discipline was discussed by looking at what good discipline programmes are. Types of indiscipline issues in public secondary schools in Nairobi Province were also discussed. Causes of school indiscipline were highlighted. The other area covered was methods of dealing with student's indiscipline whereby the principals are encouraged to try and develop school ideals and spirit. Principals face some constraints that make it difficult for them to achieve the required standard of discipline in their schools. The role of the principals in the general maintenance of discipline in their schools was exhaustively discussed.

The gaps in this study are that the principals lack adequate skills to handle emerging trends in school management. This prompted the researcher to investigate the issues of age, gender, religious affiliation, academic qualifications and administrative experience of the principals and students discipline in public secondary schools in Nairobi Province.This is why the existing framework needs to be expanded so as to include the other departments as suggested in the conceptual framework.

The researcher's conviction was that no one knows how the principal's characteristics affect the running of public secondary schools in Nairobi Province. The researcher therefore was to help enhance good discipline in these schools by looking at how the principals ought to encourage participatory kind of management as shown in the conceptual framework below.

CONCEPTUAL FRAMEWORK

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                              PRINCIPAL

   HEAD OF DEPARTMENT    DEPUTY PRINCIPAL   HOUSEMASTER/MISTRESS    SUPPORT STAFF

   ACADEMIC BOARD          HEAD PREFECT         HOUSE KEEPER

      TEACHERS            SCHOOL PREFECTS       HOUSE CAPTAINS

   CLASS MONITORS        STUDENTS COUNCIL       HOUSE MONITORS

                                               HOUSE COMMITTEES
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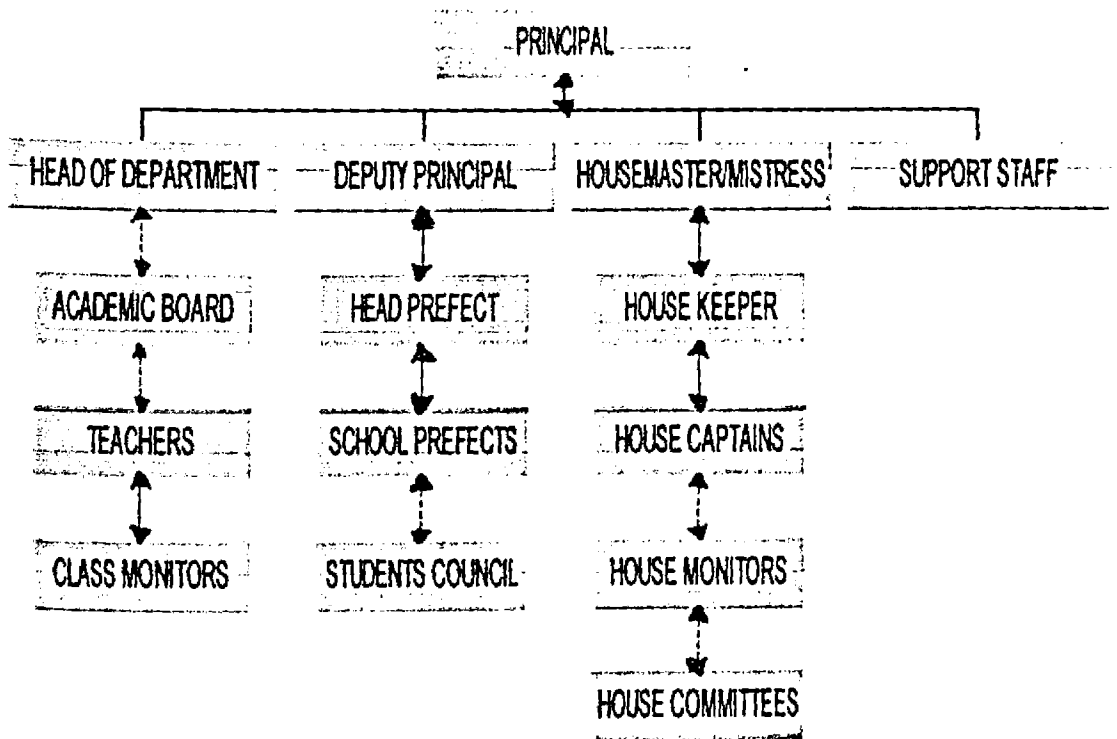
KEY: ◄──────────►   Shows existing departments

      ◄┄┄┄┄┄┄┄┄►   Shows departments that need to be introduced
                      to enhance discipline

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The chapter outlines the methodology used in this study. The areas under consideration include:-research design, target population, sample size and sampling procedures, the research instrument, its validity, reliability, administration and data analysis techniques.

Research Design

The study was carried out using descriptive survey method: This is a research method through which data is collected from members of a population by use of a questionnaire so as to determine the current status of that population with respect to one or more variables. It is therefore, a self-reporting study, which brings out quantifiable information from the sample (Mugenda and Mugenda 1999). The research was aimed at establishing the relationship between the principals' characteristics and discipline in public secondary schools in Nairobi Province. This kind of study is concerned with finding out factors that are associated with certain occurrences, conditions or certain behaviour. The study used an ex-post facto design which Kerlinger (1973:379) defines as a system of empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are

made without direct intervention from concomitant variation of independent and dependent variables.

Target Population

The target population for this study consists of all 48 principals' of public secondary schools in Nairobi Province. Those schools fall into the following categories: 5 national schools 4 for boys and one for girls, 13 mixed day, 10 boys day, 8 girls day, 6 girls boarding, 1 boys boarding, 2 mixed boarding, 2 day/boarding and 1 approved school.

Sample and Sampling Procedure

Borg and Gall (1986), states that sampling is a research technique for a given number of subjects from a target population as a representative of that population. In this study the population was purposively sampled to include all Principals' of public secondary schools in Nairobi Province. The sample size was therefore, 48 principals' of public secondary schools.

Research Instrument

The data from this study was collected using a questionnaire. The questionnaire was used to collect information from the population on the relationship between the Principals' characteristics and discipline in public secondary schools in Nairobi Province. The questionnaire was divided into three sections containing structure and

close-ended questions. Section A contained 6 questions that enabled the researcher to get demographic information on gender, age, religious affiliation, academic qualification and administrative experience. Section B had 15 items that helped the researcher to get the roles played by Principals' to ensure good discipline is maintained in their schools. Section C had 5 items that assisted the researcher get information on causes of indiscipline in public secondary schools in Nairobi Province and the solutions to those problems, as well as problems that Principals' were not trained to handle. The instrument was adapted from a thesis done by Muchiri (1998) and was amended to suit this study.

Instrument Validity

Validity is defined as the degree to which a test measures what it purports to measure. Content validity was done by the use of the results of the pilot study. This involved principals of five public secondary schools .These were left out ion the main study. The instrument was appraised and amended by two experts in the area of study. Through the pre-testing ambiguities in the questions asked were corrected before the final study was carried out.

Instrument Reliability

Borg and Gall, (1986) defines reliability as the level of internal consistency or stability of the measuring device over time .To establish the reliability of the instrument a pilot

study was carried out. Five principals of public secondary schools in Nairobi Province were given the questionnaire to fill, and make any adjustments as they wished. The reliability of the instruments coefficient of internal consistency was calculated by splitting the instrument items into two by placing all odd –numbered in one sub-test and all even numbered items in an another sub-test. The scores for odd numbered sub-test were computed separately and correlated with the computed even numbered sub-test. From the results obtained the researcher calculated the Pearson's Product Moment Correlation Coefficient, which gave reliability of only half of the instrument, the researcher then used the Spearman Brown Prophecy formula below

$$r_e = \frac{2r}{1+r}$$

so as to obtain reliability of the entire instrument. This gave a better estimate of the instrument accuracy.after the validity and reliability of the instrument was established ,the researcher went to the field for the final data collection.

Data Collection Procedure

After the approval of the research proposal by the supervisor of the University of Nairobi research permit which authorised the researcher to carry out the study in Nairobi province was obtained from the Ministry of Education Science and Technology .The researcher paid a courtesy call to the Nairobi Provincial commissioner and Provincial Director of Education so as to inform them of the intended study. This was followed by purposively selection of the public secondary schools in Nairobi.The

principals of these schools were given the questionnaire to fill. After three weeks the questionnaires were collected for data analysis.

Data Analysis Procedure

After the questionnaires had bee collected and organised the researcher, inspected and edited the data to ascertain accuracy, completeness and uniformity. Each item of the factors affecting the relationship between Principals' characteristics and discipline in public secondary schools was assigned a score using Likert Rating Scale (Likert ,1967). Each item of the factors affecting the Principals' characteristics and discipline in public secondary schools was followed by five responses ranging from being "Certain" to "Not at all."

The responses that showed certainty of the statements were regarded as positive. The responses from the respondents were scored as follows:

Certainty   5

Occasionally   4

Rarely   3

Not sure   2

Not at all   1

The result did not bear negative items therefore there was no need of reversing the

score. The researcher then analysed the data using tables, frequencies and percentages,

as presented in chapter four.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Introduction

The findings of the study are organised under various sub-headings according to the research objectives. The sub-headings are questionnaire return rate, report of the findings and interpretation and analysis of the data.

Questionnaire Return Rate

A total of 43 questionnaires were used in the main study because the 5 that were used in the pilot study were excluded. A total of 38 questionnaires were returned because 5 principals' opted not to participate in this study. The 5 not returned did not affect the results because the major findings had appropriate sample size.

Report Findings

Table 1 shows the principals' age intervals in years

Table 1: principals' age intervals in years

Age in years Intervals	Female	Percentage	Male	Percentage
25-34	2	12.50	2	90.10
35-44	5	31.25	7	31.81
45-54	8	50.00	9	40.91
55-64	1	60.25	3	13.63
65-74	0	0.00	1	4.55
Total	16	100.00	22	100.00

Table 1 shows that the majority of principals' were in age group 45-54 with a 50% for female and 40.91% of male. Only 16 were below 45 years and 5 were retained after the mandatory retirement age of 55 years. This could be because of their exemplary performance as principals' therefore were given an extension to serve another two years or one year. There was no representation of 25 years and below, this may be because the Teachers Service Commission regulations that for employment and deployment of principals', one has to be at job group L or M therefore, the chronological age for such people is above 35 years.

Table 2 shows principals' religious affiliation

Table 2: Principals' religious affiliation

Religion	Frequency	Percentage
Protestant	24	63.2
Catholic	12	31.6
Muslim	1	2.6
Hindu	1	2.6
Other	0	0.0
Total	38	100.0

The data shows that the majority of principals' are Protestants 63.2% followed by Catholics 31.6%. While Muslim and Hindu had one representative each.

Table 3 shows the academic qualifications of principals'

Table 3: Academic qualifications of principals'

Academic qualifications	Frequencies	Percentages
SI	0.0	0.0
Diploma in Education(Dip.Ed.)	3.0	7.9
Bachelor of Education (B.Ed)	28.0	73.7
Bachelor of Arts(B.A)	1.0	2.6
Bachelor of Science (B.Sc.)	1.0	2.6
B.A./Post Graduate Diploma in Education	2.0	5.3
BSc/PGDE	0.0	0.0
Masters in Education (M.Ed.)	2.0	5.3
Master of Arts (M.A)	0.0	0.0
Master of Science (M.Sc.)	0.0	0.0
PhD(HON)	1.0	2.6
Total	38.0	100.0

Table 3 shows that 73.7% of the principals' have a Bachelor of Education Degree. This shows that, most of the public secondary schools in Nairobi Province are managed by people with relevant academic qualifications. Principals' of these public secondary schools have undergone the required training therefore have skills that can help them handle all discipline issues in their schools. 2 principals' have a Masters degree in Education and 1 had PhD (Honori Cansa).

Table 4 shows the principals' administrative experience

Table 4: Principals' administrative experience

Administrative Experience in years	Frequencies	Percentages
1-5	5	13.60
6-10	7	18.42
11-15	10	26.32
16-20	7	18.42
21-25	6	15.79
26-30	1	2.63
31-35	1	2.63
36 and above	1	2.63
Total	38	100.00

The highest frequency in administrative experience was between 11-15 years that registered a 26.32%. a total of 84.21% of the principals' had an experience of between 6-35 years. This shows that most principals' have acquired a lot of administrative experience, which should help them handle discipline issues in their respective schools. One principal had an experience of over 36 years. this one can be used to induct newly appointed heads to help them understand how to deal with discipline issues that come up in schools.

Table 5 shows the administrative experience of principals' in their present schools.

Table 5: Administrative experience of principals' in their present schools

Experience in their schools in years	Frequency	Percentages
1-5	26	68.42
6-10	6	15.79
11-15	4	10.53
16-20	0	0.00
21-25	1	2.63
26-30	0	0.00
31-35	0	0.00
36 and above	1	2.63
Total	38	100.00

The findings in the above table show that 26 principals' had a headship experience of between 1-5 years in their current schools which is 68.42% 84.21% of the principals' had an experience of between 1-10 years. This can be attributed to the fact that in 1999 there was mass retirement of those principals' that had attained the age 55 years which is the mandatory retirement age, therefore, were replaced by principals' who did not have a wide experience in their present schools.

In section B of the questionnaire the principals' were asked to circle M for roles they practice most. N for the one they never and S for those they sometimes practice. The outcome is tabulated in table 6.

Table 6 shows the role played by principals' in ensuring good discipline is maintained in their schools.

Table 6:Role played by principals' in ensuring that discipline is maintained in their schools

Role played by Principals	M	%	N	%	S	%
1. Support teachers in all disciplinary matters	29	76.30	0	0.00	9	23.7
2. Checking teachers lesson notes, records of work and schemes of work	20	52.60	5	13.20	13	34.2
3. Checking class registers and dealing with absenteeism	25	65.80	5	13.20	8	21.0
4. Appointing a group of teachers to be in charge of discipline	20	52.63	8	21.05	10	26.315
5. Ensuring that all the new teachers and students get a copy of school rules and discuss with them	19	50.00	10	26.40	9	23.60
6. Appointing teachers for a group of teachers to be in charge of Guidance and Counselling	34	89.50	0	0.00	4	10.50
7. Avoiding over enrolment in class	20	52.63	11	28.95	7	18.42
8. Purchasing and maintaining teaching materials	32	84.20	0	0.00	6	15.80
9.Appointing prefects and class monitors in every class	28	73.60	5	13.20	5	13.20
10. Checking teachers punctuality in class	24	63.20	0	0.00	14	36.80
11.Expelling/suspending misbehaving students from school	18	47.40	4	10.50	16	42.10
12. Sitting at the back of the class as the teacher is teaching	0	0.00	28	73.07	10	26.30
13. Holding frequent meetings with prefects and class monitors	18	47.40	4	10.50	16	42.10
14. Encourage teachers to visit other schools and learn from colleagues	17	44.74	10	26.31	11	28.95

The data obtained shows that 76.3% of the principals' support their teachers in all disciplinary matters. Guidance and Counselling being very vital in schools 89.5% of the principals' appoint a teacher or a group of teachers to handle this department that helps reduce matters of indiscipline. 52.63 of the principals' appoint a group of teachers to be in charge of discipline in their schools, this encourages teachers to be part and parcel of the discipline programme in the schools. 50.0% of the principals' induct the newly posted teachers to the school by ensuring that they get a copy of the school rules and they discuss them together. This information tells us that principals' in Nairobi Province, though there were massive retirements of those who had reached the retirement age, competent principals' replaced them. In general it can be concluded that although public secondary schools in Nairobi Province experience indiscipline issues the principals' know their roles well in matters that pertain to school administration.

Table 7 shows the general discipline problems experienced by principals' in their institutions.

Table 7: General discipline problems experienced by principals' in their institutions.

Discipline Problems	Frequencies	Percentages
1.Stealing	22	57.90
2.Drug abuse and addiction	21	55.30
3.Truant	20	52.60
4.Social problems(poverty)	18	47.30
5.Absenteeism	17	44.70
6.Rudiness	16	42.10
7.Alcohol consumption	15	39.40
8.Lateness	14	36.80
9.Apathy towards education	13	34.20
10.Non completion of assignments	12	31.60
11.Noise making	10	26.30
12.Maladjustment	5	13.20
13.Matatu menace	4	10.50
14.Uncommitted teachers	3	7.90
15.Cheating	2	5.30
16.Support staff dishonesty	1	2.60

From the data presented in table 7, we find that 57.9% of the principals' experience stealing problems in their institutions followed by drug abuse and addiction and truant problems. These problems are inter-related in that stealing can be as a result of certain

habits that a solution can be found in that it causes indiscipline in schools. Some of the communities found around the schools are hostile to those institutions therefore encourage indiscipline in schools by buying the stolen items from schools sold to them by students, some also traffic drugs to students through small shops that they operate around schools.

Table 8 shows discipline problems that principals' were not trained to handle

Table 8: Shows discipline problems that principals' were not trained to handle

Discipline problems	Frequencies	Percentages
1. drug abuse and addiction	20	52.6
2. depression	4	10.5
3. maladjustment	2	5.3
4. social problems (poverty)	13	34.2
5. stress related problems	2	5.3
6. theft	3	7.9
7. truant	1	2.6

The data presented in table 8 shows that there is a need to train the newly appointed principals' on how to handle the problems enlisted .The already serving principals' need in-service courses to equip them with skills that can help them handle these problems which are now found in public secondary schools in Nairobi province.

Causes of Indiscipline in Schools

The items were treated to a five point scale 5,4,3,2,1. The causes of indiscipline were listed and the respondents were asked to tick appropriately below the scale depending on how they feel about a given item to be declared a cause of indiscipline.

The questionnaire consisted of ten items. The following score value was observed.

10x5=50-Most favourable responses possible

10x3=-A neutral attitude

10x1=10-Most unfavourable attitude

The individual score was to fall between ten and fifty. Any scores that fell above thirty were considered unfavourable.

TABLE 9: Shows the causes of indiscipline in schools

Table 9: Causes of indiscipline in schools

Favourable Responses	48	48	45	44	43	42	41	40	38	36	35	34	33	32	32	31	30			Mean-38.5
Percentage	96.0	96.0	90.0	88.0	86.0	84.0	82.0	80.0	76.0	72.0	70.0	68.0	66.0	64.0	64.0	62.0	60.0			Percentage 77%
Unfavourable Responses	25	24	24	20	20	18	18	16	15	14	14	14	12	10	9	9	8	6	5	Mean-14.5
Percentage	50.0	48.0	48.0	40.0	40.0	36.0	36.0	32.0	30.0	28.0	28.0	28.0	24.0	20.0	18.0	18.0	12.0	10.0		Percentage 28.9

From table 9, favourable responses has a mean score of 38.5 that is 77% while the unfavourable responses has a mean score of 14.5 that is 28.9% of the responses. This shows that the principals agreed with the suggested items as being some of the causes of indiscipline problems in public secondary schools in Nairobi Province. These items include school administration, teaching personnel, maladjusted behaviour, political influences, the education system in general, home background, lack of parental guidance, attraction of deviant behaviour, school educational facilities and boarding school living facilities.

Table 10 shows methods that are used in dealing with cases of students' indiscipline

Table 10:Methods used in dealing with cases of student's indiscipline

Method	Frequency	Percentage
Punishment	38	100.00
Reprimand	36	94.73
Guidance and counselling	28	73.68
Summoning of parents	18	47.36
Suspension	16	42.10
Expulsion	2	5.26

From the table above, principals use different methods when dealing with cases of indiscipline in their schools. The most prevalent methods used are, general punishment and reprimanding. This is a daily form of correction that aims at helping the student change behaviour, without wasting too mulch learning time. The least method used is expulsion ,because according to the Education Act it is only the Director of Education that is allowed to expel students from schools.

Table 11 shows solutions to discipline problems as suggested by principals

Table 11: Solutions to discipline problems as suggested by principals

Suggestions	Frequency	Percentage
1. Select and train the right people to head schools	30	78.7
2. Practice participatory management	28	73.7
3. Use trained guidance and counselling personnel	26	68.4
4. Encourage dialogue with students and other stakeholders	25	65.8
5. Parents be involved in guiding youth	20	52.6
6. Establish effective communication methods	16	42.1
7. Have clear education policies	15	39.4
8. The government to provide adequate learning facilities	13	34.2
9. Students to be trained to be responsible	10	26.3
10. Motivation of staff	10	26.3
11. Availability of Principals' in schools	8	21.0
12. Stakeholders be involved in decision making	7	18.4
13. Have regular, effective school inspection	7	18.4
14. Heads to be given power to handle discipline cases	6	15.8
15. Have regular meetings with students and staff	5	13.2
16. Eradicate poverty	3	7.9
17. all schools be made day	3	7.9
18. Have simple rules and regulations	3	7.9
19. Practice God's standards	2	5.3
20. Teachers to be role models	2	5.3
21. Principals' to be honest and transparent in their dealings	2	5.3

The information given in table 11 indicates that 78.9% of the principals' feel that the

best solutions to discipline problems in schools are to select and train the right people to

head schools. Most schools have management problems because those appointed are

good classroom performers, therefore, have no training in administration of schools.

Some are promoted from being heads of Departments to principals' this creates a

problem because though they have been heads of Departments, they lack managerial skills to manage schools without undergoing training or induction courses or in-service so as to gain skills in the general running of an institution. They also lack skills in accounting yet they are expected to make budgets for the schools and manage funds given to them in terms of fees and other monies to run the school. 73.7% of the principals' felt that there is need to practice participatory management, whereby all the stakeholders are involved in decision making as far as managing the affairs of the schools is concerned. 68.4% of the principals' felt that there is need for use of trained guidance and counselling personnel. This is so because guidance and counselling is very useful in schools for it handles issues before they become discipline matters. The students are given guidance on how to handle their affairs as pertains to learning and other social affairs. 65.8% of the principals' felt that dialogue in schools plays an important role in ensuring that each party is given a chance to express itself on issues that affect it. In such a situation students are given a chance to make suggestions on how to improve the performance of their school, both academically and socially.

Table 12 shows other features that may enhance student's discipline

Table 12: Other features that may enhance student's discipline

	Number observed	Percentage	Number not observed	Percentage
1.Suggestion Box	16	42.1	22	57.9
2.Printedschool rules	38	100.0	0	0
3. Students council	10	26.3	28	73.7
4. Notice board	38	100.0	0	0

The data obtained in table 12 is from observations made by the researcher during the data collection for the main study. The data was analysed using frequencies and percentages to corroborate the data obtained from the main instrument. This table shows some of the observed features, which may help enhance student's discipline in public secondary schools. The words observed and not observed were used to show presence or absence of such features. 57.9% of the principals' did not see the need of a suggestion box. 'They argued that if a school were "good," members of the school community especially students would air their views without fear or any need to be anonymous. Others saw that a suggestion box is a tool that can be misused by the members of the school community. They said that some people for personal gains could use this by damaging other people's images. They suggested those straight talks through class teachers, prefects, house teachers, deputy heads, or principals' should be encouraged.

Printed school rules was a common feature in all schools. The rules, which are one printed page, are given to every student during admission. The rules are similar in content. Only 26.3% of the schools had the rules pinned on the notice boards to act as a reminder to all students and other members of the school community. 73.7% of the schools did not have students councils. The principals' felt that the student's councils would be used to be-little teachers and embarrass the principal because the students might use it as a way of hitting back at teachers. 100% of the schools use notice boards, although the principals' usually vets what is displayed on them. The principals' said that they make announcements during assembly, or through prefects and teachers.

In conclusion this chapter has analysed the data collected from the main study and concluded that all public secondary schools in Nairobi Province experience discipline problems.

Data Analysis

Before the data was analysed it was coded. The details of categories in the coding scheme depended on the research questions. Editing and cleaning of the data was carried out to enable the researcher check for errors and omissions. This editing was also done to check that all filter questions were correctly marked so as to enable the data fit into the correct skip pattern. Where more than one response was given to the filter question or where the filter question was left blank, the supervisor determined the code.

After that the data was cleaned by proof reading so as to catch and correct errors and inconsistent codes.

Hypothesis One: Age Variable

Ho: There is no significant difference between the age of the Principal and discipline in public secondary schools in Nairobi Province.

The t-test was used to test the above null hypothesis.

Table 13 shows the age of the principals', number of respondents, mean scores, standard deviation, standard errors, and t values in the process of Principals' trying to enhance student's discipline.

Table 13: Age Variable

Gender	Number	Mean	Standard Deviation	Standard error	t	Degree of Freedom
Female	16	3.2	29.1	7.28	1.25	36
Male	22	4.4	9.5	2.02	-	-

The total number =38

The t value obtained in table 13 is 1.25, which is less than the critical value of 2.021. The t value obtained shows that there is no significant difference between age of the principal and the handling of student's discipline. The null hypothesis is thus accepted. It can therefore be concluded that the age of the principal does not determine the discipline of the students. Both young and old principals' have an equal stance in educational administration.

Hypothesis Two: Gender Variable

Ho: There is no significant difference between the gender of the principal and discipline in public secondary schools in Nairobi Province.

The t-test was used to test the above null hypothesis.

Table 14 shows the gender of the principals', number of respondents, mean scores, standard deviations, standard errors, t values and degrees of freedom in the investigation of how principals' handle cases of stealing as they enhance discipline in their students.

Table14: Gender Variable

Gender	Number	Mean	Standard Deviation	Standard error	t	Degree of freedom
Male	22	404	5.57	2.47	1.25	36
Female	16	3.2	3.87	1.41	-	-

The t value obtained in table 14 is 1.25, which is less than the critical value of 2.021. The t value obtained shows that there is no significant difference between gender of the principals' and age in student's discipline. The null hypothesis is therefore accepted. It can be concluded that the principals' gender does not determine the discipline of the students. Both male and female principals' have an equal chance in managing discipline in their schools.

Hypothesis Three: Religious variable

Ho: There is no significant difference between the principals' religious affiliation and discipline in public secondary schools.

The t-test was used to test the above null hypothesis.

Table 15 shows the principals religious affiliation, number of respondents, mean scores, standard deviation, standard errors,t values,and degrees of freedom and in the investigation of how they tackle indiscipline problems in their schools.

Table 15: Religious variable

Religious Affiliation	Number	Mean	Standard of Deviation	Standard of Error	t	Degree of freedom
Protestant	24	4.8	3.867	0.789	1.39	36
Others	14	2.8	2.481	0.663	-	-

Table 15 shows that the t value obtained is 1.39 less than the critical value of 2.021. The t value obtained shows that there is no significant difference between the religious affiliation of the principals' and dealing with student's discipline. It can therefore be concluded that religious affiliation of the principal does not determine the discipline of the students. Both protestants and others have an equal opportunity in educational administration.

Hypothesis Four: Academic Qualifications Variable

Ho: There is no significant relationship between the principals'' academic qualifications and discipline in public secondary schools in Nairobi Province.

The t-test was used to test the above null hypothesis.

Table 16 shows the principals academic qualifications,number of respondents,mean scores,stardard deviation,standard errors,t values,and degrees of freedom and in the investigation of how they handle indiscipline cases in their schools.

Table 16: Academic Qualifications Variable

Academic Qualifications	Number	Mean	Standard of Deviation	Standard of Error	t	Degree of freedom
B.Ed	28	5.6	6.437	1.216	1.20	36
Others	10	2	0.632	0.199	-	-

Total number =38

The t value obtained in table 16 is 1.20, which is less than the critical value of 2.021. The t value obtained shows that there is no significant difference between principals' with a Bachelor of Education and others in students' discipline. The null hypothesis is thus accepted. It can therefore be concluded that academic qualifications of the principals' does not determine the discipline of the students. Both Bachelor of Education holders and other degree holders have an equal stance in educational administration.

Hypothesis Five: Administrative experience variable

Ho: There is no significant relationship between the principals' administrative experience and discipline in public secondary schools.

The t-test was used to test the above null hypothesis.

Table 17 shows the principals administrative experience, number of respondents, mean scores, standard deviation, standard errors,t values,and degrees of freedom and in the investigation of how they handle indiscipline cases in their schools.

Table 17: Administrative experience variable

Administrative Experience in years	Number	Mean	Standard Deviation	Standard of Error	t	Degree of Freedom
1-15	22	7.3	8.875	1.892	1.25	36
16-35	16	4	12.000	3.000	-	-

Total number =38

The t value obtained in table17 is 1.25, which is less than the critical value of 2.021. The t value obtained shows that there is no significant difference between administrative experience of the principals and student's discipline. The null hypothesis is thus accepted. It can therefore be concluded that the administrative experience of the principals' does not determine the discipline of the students. Both principals' of 1-15 years and those of 16-35 years administration have an equal stance in educational administrative.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter summaries the findings of the study and presents conclusions and recommendations on effective ways of handling discipline problems in public secondary schools. Also included in this chapter are suggestions for further research.

Findings of the Study

The findings of the study were represented in accordance with the research objectives. These were as follows: -

1. All public secondary schools in Nairobi Province experience discipline problems regardless of the principals' age.

2. There exist no significant relationship between Principals', gender, and discipline in public secondary schools in Nairobi Province.

3. Causes of discipline problems in public secondary schools in Nairobi province have no relationship with the principals' religious affiliation.

4. Academic qualifications of the principal have no relationship with discipline problems experienced in public secondary schools in Nairobi Province.

5. The principals' administrative experience has no tangible relationship

With the discipline problems experienced in public secondary schools in Nairobi Province.

Summary of the study

The purpose of this study was to investigate the relationship between the principals' characteristics and discipline in public secondary schools in Nairobi Province. Three research objectives were set to guide the collection of the required information. The first objective was to find out whether there exists any significant relationship between the principals' characteristics (age, religious affiliation, professional experience, marital status) and discipline in public secondary schools. The second objective was to establish factors that influence discipline other than the principals' characteristics. The last one was ways of improving discipline in public secondary schools in Nairobi Province.

In order to investigate these issues the following seven research questions were to be addressed:

1. What kind of discipline problems are experienced among public secondary school students in Nairobi Province.

2. Do the principals' characteristics influence student's discipline in the public secondary schools in Nairobi Province?

3. What are the causes of indiscipline in public secondary schools in Nairobi Province?

4. What disciplinary methods are applied when dealing with cases of student's misbehaviour in public secondary schools in Nairobi Province?

5. Are there any other factors other than the principals' characteristics that contribute to student's indiscipline?

6. Which are some of the problems that principals' face when trying to enhance discipline in their students?

7. What are the roles of the principals' in the general when dealing with discipline issues in their schools?

The Literature review focused on concepts of discipline, examples of types of indiscipline issues of schools, causes of school indiscipline, methods of dealing with students indiscipline, constraints faced by principals' in their effort to solve discipline problems, role of principals' in school discipline and conclusion.

The study was ex-post facto in design and target population consisted of principals' of public secondary schools in Nairobi Province. In this study one set of questionnaire was developed by the researcher as the research instrument. This questionnaire consisted of three sections. Section A consisted of demographic information of the principals', section B was on possible roles played by principals' to ensure good disciplined is observed while section C dealt with causes of indiscipline.

The variables in the questionnaire were tested for content validity and reliability. To test for content validity, items were ordered from general to specific and were related to objectives. The items were structured to measure what they are supposed to measure (Wiersma, 1986). The research instrument was also given to three experts in the area of study for content validity resting. The structured questions made it possible for the researcher to table and interpret the information generated easily.

To determine the reliability of the instrument, the researcher used a split-half method. In this method the 26 items in the questionnaire were split into two categories of even and odd numbered items. The researcher then randomly divided one percent of the sample population into two groups and administered the even numbered items to one group and the odd numbered items to the other. This was done in order to check on the suitability of the language used in the construction of the statements. The results from the two groups were then compared to confirm the suitability of the language. From the comparison it was found that the language used was suitable.

After the establishment of the validity and reliability of the instrument it was administered to 43 public secondary school principals' in Nairobi Province for the final data collection. The total number of respondents who completed and returned the questionnaire was 38 out of 43. The questionnaire return rate was 88.4%.

CONCLUSIONS

Based on these findings, it was concluded that all public secondary schools in Nairobi Province experience discipline problems. Stealing is very rampant among secondary school students. This could be attributed to the fact that drug abuse and drug addiction has become a problem in the society and city life style has changed to a great extent that these drugs are readily available to the students. Drugs are known to have resounding repercussions on the abuser and unless this trend is reversed, it forebodes serious implications in the present and future. Stealing is on the increase because those who cannot sustain their habits of drug taking, steal items to sell so as to get money to buy drugs. It is also known that students who are given little or no pocket money for their basic needs are often tempted to steal from others.

Truancy is another problem that is mainly experienced by day schools, as indicated by 62.6% of the principals'. This is mainly practised by those students who strongly believe that the schools have nothing to offer. Students who are not self motivated and self-disciplined are tempted to go back home either to watch television or videos, browse the internet for those with computers or just have a good time at home. The other conclusion was that though punishment is very popular in schools when dealing with discipline problems it is not the solution. Schools in Nairobi Province need to develop strong guidance and counselling departments run by trained personnel. Public secondary schools in Nairobi Province lack sound spiritual direction and moral training

that is important in influencing students to reject bad examples that are prevalent around us. It was also concluded that students in public secondary schools in Nairobi Province are not involved in school management whereby a sense of ownership is encouraged among the students to help them cultivate a positive attitude towards work and strive to be responsible citizens in future. Lastly the methods of communication in these institutions is very poor in that information in most cases flows downwards from the school administration without getting a feedback from the students.

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations were made:

1. To avoid public secondary schools in Nairobi Province from experiencing a lot of discipline problems the Ministry of Education Science and Technology should train, and in-service the principals on how to handle indiscipline cases emanating from the problem of drug abuse and addiction amongst students.

2. The Ministry of Education Science and Technology, should be able to facilitate the training of principals on matters concerning guidance and counselling in order to enhance their administrative skills.

3. Students to participate in the formulation of school rules and regulations .

4. Newly appointed principals of public secondary schools in Nairobi Province need to learn from experienced principals how to develop safety valves through which built up stresses can be defused before they attain dangerous dimensions.

5. Schools must provide recreational facilities that encourage character building and allow adequate time on weekends for refreshment.

6. All principals of public secondary schools in Nairobi Province are obligated to ensure that sound spiritual direction and moral training takes place in their schools.

7. Principals of all public secondary schools in Nairobi Province must strive to establish a conducive atmosphere for teaching and learning.

8. Principals of public secondary schools should learn to practice a reward based system rather than punishment

Suggestions for Further Research

Taking into account the limitations and delimitations of this study, the following were made for further research.

1. A study be carried out to find out appropriate disciplinary action that need to be applied by school managers to maintain organisational standards required for optimum goal attainment.

2. A comparative study on the role of the principal on discipline in public and private secondary schools in Nairobi Province to be carried out.

3. A further study be conducted on the effect of parents involvement in maintaining discipline in public secondary schools.

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APPENDIX A

University of Nairobi

Faculty of Education

P.O.BOX 30197

NAIROBI.

15th July 2001.

Dear Respondent,

I am a graduate student at the Faculty of Education, University of Nairobi am conducting a study to find out the relationship between the principals' characteristics and discipline in public secondary schools in Nairobi Province.

You have been selected to participate in this study would very much appreciate if you would kindly assist me by responding to all the items in the attached questionnaire.

Your name and that of your school need not appear in the questionnaire unless you so wish. The information you provide will be confidential and will be used for academic research purposes only.

Your co-operation will be appreciated.

Thank in advance.

Yours sincerely,

Kasibwa A.S.

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHER

The questionnaire is designed to gather general information about yourself and your school for use in the study. Your responses to the questionnaire will be treated with utmost confidence .

Section A

Please tick the correct option as correctly and honestly as possible.

1. Gender

   Male   ( )

   Female   ( )

2. Age bracket

   25 years & below   ( )

   >25<35   ( )

   >35<45   ( )

   >45<55   ( )

   >55   ( )

3. Indicate your Religious Affiliation

   Protestant   ( )

   Catholic   ( )

   Muslim   ( )

   Hindu   ( )

Other...Specify

4. Write the code number of your highest Academic/Professional qualification in the space provided below:-

01_____S1   02_____Dip Ed   03_____B.ED

04_____B.A   05_____B.Sc   06_____B.A/PGDE

07_____B.Sc/PGDE

Code_____

5. Indicate your administrative experience in years _____

6. How long have you headed your present school?_____years.

Section B: -

Below is a list of possible roles played by head teacher in a school in order to ensure good discipline. Circle **M** for ones you practice most, **N** for ones you never ,**S** for sometimes,

1. Support teachers in all disciplinary matters   M   N   S

2. Checking teachers lesson notes,record of work

    and schemes of work   M   N   S

3. Checking class registers and dealing

    with absenteeism   M   N   S

4. Appointing a group of teachers to be

    in charge of discipline   M   N   S

5. Ensuring that all the knew teachers and students

	get a copy of school rules and discuss with them	M	N	S
6.	Appointing teachers or a group of teachers to be in charge of guidance and counselling	M	N	S
7.	Avoiding over enrolment in class	M	N	S
8.	Purchasing and maintaining teaching materials	M	N	S
9.	Appointing prefects and class monitors in every class	M	N	S
10.	Checking teachers punctuality to class	M	N	S
11.	Suspending misbehaving students from school	M	N	S
12.	Sitting at the back of the class as the teacher is teaching	M	N	S
13.	Holding frequent meeting with prefects and class monitors	M	N	S
14.	Encourage teachers to visit other schools and learn from colleagues	M	N	S

15. Suggest any other ways in which you assist your teachers to maintain

good discipline in the school_____

_____

Section C:-

1. Are there discipline problems which you feel as head teacher you were

   not trained to handle? (Yes) (No)   Tick appropriately

2. If yes list the discipline problems you feel unable to handle

   (i)_____

   (ii)_____

   (iii)_____

   (iv)_____

3. As a head of this institution, what are some of the discipline problems

   you experience?

   (i)_____

   (ii)_____

   (iii)_____

4. What are the causes of discipline in schools (tick appropriately) 5 is most prevalent, 1 is least prevalent

	Causes of Indiscipline	5	4	3	2	1
1	School administration					
2	Teaching personnel					
3	Maladjustment behaviour					
4	Political influences					
5	The educational system in general					
6	The home background-conflict between school and home rules					
7	Lack of parental guidance					
8	Attraction of deviant behaviour,universal adolescent crisis and peer pressure					
9	School educational facilities					
10	Boarding school living facilities					

5. What in your opinion could be the best solution to this discipline problems?

(i) _____

(ii) _____

(iii) _____

Thank you for your co-operation and honesty

Yours faithfully,

Kasibwa A.S.

APPENDIX C

OBSERVATION CHECKLIST

What to observe	Observed	Not observed
Suggestion box		
Notice board		
Printed school rules		
Student council minutes of meeting		

APPENDIX C

OBSERVATION CHECKLIST

What to observe	Observed	Not observed
Suggestion box		
Notice board		
Printed school rules		
Student council minutes of meeting		

APPENDIX D

A COMPLETE LIST OF ALL PUBLIC SECONDARY SCHOOLS

IN EACH DIVISION

FOR OFFICIAL USE ONLY	DIVISION	NAME OF SCHOOL
	KASARANI	Kamiti Secondary School Our Lady of Fatima Ruaraka Secondary St. Teresa's Girls
	DAGORETTI	Dagoretti Secondary School Moi Nairobi Girls Mutuini Secondary School Nembu Secondary School Precious Blood Girls Ruthimitu Girls Secondary
	MADARAKA	Aquinas Secondary School BuruBuru Girls Sec. School Highway Secondary School Huruma Girls Secondary Nile Road Secondary Ofafa Jerico Secondary Our Lady of Mercy
	WESTLANDS	Aga Khan High School Hospital Hill Secondary Kabete Approved School Kangemi High School Kenya High School Nairobi Milimani Secondary Nairobi School Parklands Arya Girls Parklands Boys Sec. St. George's Secondary

		State House Girls
	STAREHE	Jamhuri Boys Secondary Muslim Girls Secondary Ngara Girls Secondary Pangani Girls Starehe Boys Centre
	EMBAKASI	Dandora Secondary School Embakasi Girls Secondary Kayole Secondary School Muhuri Muchiri Secondary
	KAMUKUNJI	Eastleigh Secondary Kamukunji Secondary Schoo Maina Wanjigi Secondary Moi Forces Academy Pumwani Secondary School St. Teresa's Boys Secondary Uhuru Secondary School
	LANGATA	Langata High School Lenana School Upper Hill Secondary