

**INFLUENCE OF STUDENTS' INVOLVEMENT IN MAINTENANCE  
OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN  
WESTLANDS DISTRICT, NAIROBI COUNTY, KENYA**

*umERnur*      *\*J\*-,*

r. U. t\*Q<sub>x</sub>  
*HAIROri*

**Odisa Alfred Mathews**

**A Research Project Submitted in Partial Fulfilment of the Requirements  
for the Degree of Master of Education in  
Educational Administration,  
University of Nairobi**

2012

## **DECLARATION**

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

**Odisa Alfred Mathews**

**REG. NO.: E55/61230/2010**

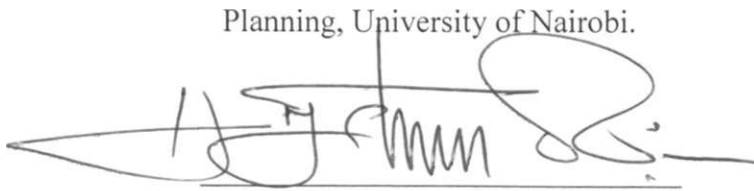
This research project has been submitted for examination with our approval as University Supervisors.



**Mr. Edward N. Kanori**

Lecturer,

Department of Educational Administration and  
Planning, University of Nairobi.



**Dr. Jeremiah Mutuku Kalai**

Lecturer,

Department of Educational Administration and  
Planning, University of Nairobi.

## **DEDICATION**

This work is dedicated to my mother Clesencia Makokha, my late father Jacob Ndege Odisa and the Late Rev. Fr. Benbekke.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to thank The Almighty God for graciously enabling me to realize my dream to get a master's degree. I am grateful to all those who contributed towards my completion of this research project. I thank my supervisors Mr Edward N. Kanori and Dr. Jeremiah M. Kalai for their invaluable guidance, support and concern for quality work.

I am indebted in appreciation to my family for sacrificing our resources for this course. I thank my beloved wife Noreen Naliaka Muganda and our children Spencer Odisa and Spitzer Odisa for their understanding and patience during my absence. I thank my colleagues and brothers John Otieno Oredo and Davies Haguma both of Strathmore School for their technical prowess that simplified this study. I also thank my principal John Muthiora and my friend Xavier Ichani for having influenced me to pursue this course, my uncle James Otieno Bunyasi, my nephew Peter Wesonga Oduori and cousin Fredrick Ouma Muchinyi for their encouragement. I cannot forget my employer for having given me the permission and all the support I required to accomplish this course.

Finally, to all who participated in one way or the other to make this study a success, your input is appreciated.

## TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	xi
List of figures.....	xiii
Abbreviations and acronyms. . . . .	xiv
Abstract.....	xv

## CHAPTER ONE

### INTRODUCTION

1.1	Background to the study.....	1
1.2	Statement of the problem.....	7
1.3	Purpose of the study.....	8
1.4	Objectives of the study.....	8
1.5	Research questions.....	8
1.6	Significance of the study.....	9

1.7	Limitations of the study.....	9
1.8	Delimitation of the study.....	9
1.9	Assumptions of the study.....	10
1.10	Definitions of significant terms.....	10
1.11	Organization of the study.....	11

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1	Introduction.....	12
2.2	Overview of school discipline.....	12
2.3	The concept of student involvement in maintenance of discipline.....	14
2.4	Forms of enforcing school discipline.....	15
2.5	Discipline situation in Kenyan public secondary schools.....	17
2.6	Influence of student involvement in maintenance of discipline.....	17
2.7	Summary of the literature review.....	18
2.8	Theoretical framework.....	19
2.9	Conceptual framework.....	20

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1	Introduction.....	22
3.2	Research design.....	22
3.3	Target population.....	22
3.4	Sample size and sampling procedures.....	23
3.5	Research instruments.....	24
3.6	Validity of the instruments.....	25
3.7	Instrument reliability.....	25
3.8	Data collection procedures.....	26
3.9	Data analysis techniques.....	27

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

4.1	Introduction.....	28
4.2	Questionnaire return rate.....	28
4.3	Demographic information of the respondents.....	29
4.3.1	Distribution of students by gender.....	30
4.3.2	Distribution of students by class.....	30

4.3.3	Distribution of students by leadership position.....	32
4.3.4	Distribution of head teachers by duration of service.....	33
4.4	Discipline challenges exhibited by students.....	33
4.4.1	Frequency of students' misbehaviour.....	34
4.4.2	Cheating in exams.....	35
4.4.3	Theft cases in schools.....	36
4.4.4	Levels of students' disrespect to teachers.....	37
4.4.5	Fighting among students.....	38
	i	
4.4.6	Drug abuse among students.....	39
4.4.7	Rate of students sneaking from school.....	40
4.4.8	Evading exams/assignments.....	41
4.5	Causes of student discipline challenges.....	42
4.5.1	Students' complaints about meals.....	43
4.5.2	Prefects role towards maintenance of discipline.....	44
4.5.3	Frequency of head teachers' meetings to discuss discipline.....	45
4.5.4	Students' willingness to go for guidance and counselling.....	46
4.5.5	The head teachers' appreciation for students' contribution towards maintenance of discipline.....	47
4.6	Involvement of students in maintenance of discipline.....	50
4.6.1	Ways of teachers involving students in maintenance of discipline.....	50

4.6.2	Ways of head teachers involving students in maintenance of discipline.....	51
4.6.3	Class meetings.....	53
4.6.4	Head teachers' meetings with prefects.....	54
4.6.5	Students' preferred ways of minimizing indiscipline.....	55
4.7	The relationship between the category of a school and involvement of students in maintenance of discipline.....	56
4.7.1	Head teachers' involvement of students in maintenance of discipline.....	56
4.7.2	Influence of school category on class meetings.....	58
4.7.3	Influence of school category on head teachers' involvement of students in maintenance of discipline.....	59
4.7.4	Influence of school category on students' readiness to seek guidance and counselling services.....	61
4.7.5	Influence of school category on head teachers' appreciation for students' contribution towards maintenance of discipline.....	62
4.7.6	Influence of school category on levels of students' satisfaction on their involvement in maintenance of discipline.....	64

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1	Introduction.....	66
5.2	Summary of the study.....	66
5.3	Conclusions.....	71
5.4	Recommendations.....	72
5.5	Suggestions for further research.....	72

i •

<b>REFERENCES.....</b>	<b>74</b>
------------------------	-----------

### **APPENDICES**

Appendix A: Letter of introduction.....	79
Appendix B: Students' questionnaire.....	80
Appendix C: Head teachers' questionnaire.....	83
Appendix D: Teachers' questionnaire.....	86
Appendix E: Research permit.....	88
Appendix F: Research authorization.....	89

## LIST OF TABLES

Table	Page
Table 3.1 Sampling frame.....	24
Table 4.1 Questionnaire return rate.....	29
Table 4.2 Distribution of students by gender.....	30
Table 4.3 Distribution of students by class/form.....	31
Table 4.4 Head teachers duration of service.....	33
Table 4.5 Frequency of students' misbehaviour.....	34
Table 4.6 Students' responses on discipline challenges.....	42
Table 4.7 Students' responses on whether they complain about meals.....	43
Table 4.8 Students' responses on whether prefects helped to maintain discipline.....	44
Table 4.9 Students' responses on the head teachers' holding meetings with all students to freely discuss discipline issues.....	45
Table 4.10 Teachers' responses on how often the head teachers met the students to discuss discipline issues.....	46
Table 4.11 Students' willingness to go for guidance and counselling.....	47
Table 4.12 Students' views on whether the head teachers appreciated their contribution towards maintenance of discipline.....	48
Table 4.^3 Teachers' views on how they involved students in maintenance of discipline.....	50

Table 4.14	Head teachers' views on how they involved students in maintenance of discipline.....	52
Table 4.15	Frequency of class meetings.....	53
Table 4.16	Students' preferred ways of minimizing indiscipline.....	55
Table 4.17	Head teachers' involvement of students in maintenance of discipline according to category of their schools.....	57
Table 4.18	Frequency of class meetings by category.....	58
Table 4.19	Influence of school category on head teachers' involvement of students in maintenance of discipline.....	60
Table 4.20	Influence of school category on students' readiness to seek guidance and counselling.....	61
Table 4.21	Influence of school category on head teachers' appreciation for students' contribution towards maintenance of discipline.....	63
Table 4.22	Levels of students' satisfaction on their involvement in maintenance of discipline.....	64

## LIST OF FIGURES

Figure	Page
Figure 2.1 Conceptual framework of students' involvement in maintenance of discipline.....	21
Figure 4.1 Distribution of students by leadership.....	32
Figure 4.2 Existence of cheating in examinations as a discipline challenge.....	35
Figure 4.3 Existence of theft cases.....	36
Figure 4.4 Levels of students' disrespect to teachers.....	37
i •	
Figure 4.5 Fighting among students.....	38
Figure 4.6 Students' opinion on the existence of drug abuse.....	39
Figure 4.7 Students responses on incidences of sneaking from school.....	40
Figure 4.8 Cases of students evading exams/assignments.....	41
Figure 4.9 Teachers views on students' contribution towards maintenance of discipline.....	49
Figure 4.10 Frequency of head teachers' meetings with prefects.....	54

## **ABBREVIATIONS AND ACRONYMS**

B.O.G.	Board of Governors
D.E.O.	District Education Officer
KEMI	Kenya Education Management Institute
KSSC	Kenya Secondary Students Council
MoE	Ministry of Education

## **ABSTRACT**

This study set out to investigate the influence of students' involvement in maintenance of discipline in public secondary schools in Westlands District, Nairobi County, Kenya. The study sought to: identify discipline challenges exhibited by students in public secondary schools in Westlands District, establish their causes, determine ways in which their head teachers involved them in maintenance of discipline and examine whether the category of a school had any influence on their involvement.

Literature review discussed findings of some researches on school discipline from a global perspective to regional and eventually in the Kenyan context. Glasser's Reality Therapy Theory was used. The ex post facto research design was employed in the study. Questionnaires were used to gather data from students, teachers and head teachers. Two schools were used for a pilot study. Four schools out of ten in the district were used in the main study. Stratified random sampling was used to select: 1 national school out of 3, 2 provincial schools out of 5 and 1 district school out of 2. Stratified random sampling was used to select 400 students, 100 from each school and 40 teachers, 10 from each school. All the questionnaires were carefully read through and those wrongly filled identified. After checking the authenticity of the data collected, the content was analysed through descriptive data analysis. Responses to open-ended questions were paraphrased to standardize them. The data collected was then coded by assigning each answer a number and content analysis done by the use of Microsoft Excel.

From the analysed data, it was found that students in public secondary schools in Westlands District exhibited many discipline challenges. These discipline challenges included theft cases, fighting among students, use of mobile phones, cheating in exams, students evading exams or assignments, students disrespecting teachers, boy-girl relationship in mixed schools, drug abuse and sneaking from school. Cases of theft were the challenge that appeared to be rampant with many students agreeing that it was indeed a discipline challenge.

The principals and the teachers involved students in maintenance of discipline through the use of prefects, holding discussions on discipline matters with students, providing guidance and counselling services and using suggestion boxes among others. The study also found that the category of a school had an influence on the involvement of students in maintenance of discipline.

Based on the findings, the key recommendations made were that: head teachers and class teachers should regularly hold meetings with all students to discuss discipline issues, appreciate more the contribution of students towards maintenance of discipline and that parents be encouraged to provide enough basic needs to their school going children to alleviate theft cases in schools. Finally, it was recommended that students be sensitised more to appreciate the need for guidance and counselling in their schools.

The study suggested that further study be done on the same concept but in a different setting such as in a rural area to establish a basis for generalizing the findings to all public secondary schools in Kenya. The study also suggested that a comparative study be done between schools that directly involve all students in maintenance of discipline through open meetings and those that mainly involve students in maintenance of discipline through prefects.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Students' discipline in secondary schools is vital in the success of every school. Like any other organization, every school requires discipline, for no group of people can work together successfully without establishing standards of behaviour, mutual respect and a desirable system of values that lead each person in the group to develop self-control and self-direction. Without discipline, the aspirations of schools cannot be realised (Dull, 1981).

One of the broad goals of education in Kenya is to assist the youth to grow into disciplined, respecting and law abiding, mature minded and creative people (Republic of Kenya Education Act, 1968). This goal recognizes that students spend more of their time in school than at home and that leaves teachers with the greatest obligation of moulding the students. The school, therefore, has the greatest responsibility to ensure that those who go through it come out as disciplined members of the society.

Involving students in the maintenance of discipline is a way of them participating in the administration of schools. Muchelle (1996) concurs by asserting that the concept of participatory administration permeates virtually all facets of our lives today and so, educational administration is not an exception. It entails allowing students to make a contribution, informally

through individual negotiations as well as formally through purposely created structures and mechanisms. Jeruto and Kiprop (2011) agree as they contend that it also involves the participation of students in collective decision making at both school and class level. However, they note that student involvement in the maintenance of discipline is often viewed as problematic to school administrators, parents and society at large. This is because students are viewed as minors, immature and lacking in expertise and technical knowledge that is needed in the running of a school. Thus, students are seldom involved in making decisions about their welfare.

i

Sithole (1998), as cited by Jeruto and Kiprop (2011), asserts that there are basically three viewpoints that guide the extent of student involvement in decision making. The first is that students must remain passive and receive instructions from teachers and parents. This view means that policies must be designed by adults and students are to follow them to the letter. This view point is based on the archaic belief that students are too young to make any constructive decision.

The second viewpoint, Sithole (1998) continues, suggests that students can only participate but to a certain degree hence defining the issues that affect the students quite narrowly. This is likely to give the students the impression that the schools' commitment is tokenistic and not to be taken seriously. Nevertheless, there are a few aspects of school life and decision making such

as the school curricula and evaluation criteria in which students cannot be meaningfully involved depending on their age and experience.

The third viewpoint suggests that students should be fully involved in decision making. This view point is founded on the basis that head teachers should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. Huddleston (2007) feels that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways. Huddleston argues that the most effective councils do not exclude anything from being discussed except matters of personal confidentiality. If rigid limits are imposed on matters of discussion, students are unlikely to develop any enthusiasm for them.

According to Jeruto and Kiprop (2011), the proponents of Evolving students in decision making include Kamuhanda (2003) and Oguti (2003) who have justified their idea on the premise that decisions in a school affect the students in both latent and manifest ways. Students are the recipients of final decisions hence the contributions they make may be very constructive and if approached in the right manner, would work positively. In this way the tendency by students to reject decisions imposed upon them by the school administrators would change to ownership and acceptance of decisions arrived at with their involvement.

as the school curricula and evaluation criteria in which students cannot be meaningfully involved depending on their age and experience.

The third viewpoint suggests that students should be fully involved in decision making. This view point is founded on the basis that head teachers should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. Huddleston (2007) feels that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways. Huddleston argues that the most effective councils do not exclude anything from being discussed except matters of personal confidentiality. If rigid limits are imposed on matters of discussion, students are unlikely to develop any enthusiasm for them.

According to Jeruto and Kiprop (2011), the proponents of involving students in decision making include Kamuhanda (2003) and Ogot (2003) who have justified their idea on the premise that decisions in a school affect the students in both latent and manifest ways. Students are the recipients of final decisions hence the contributions they make may be very constructive and if approached in the right manner, would work positively. In this way, the tendency by students to reject decisions imposed upon them by the school administrators would change to ownership and acceptance of decisions arrived at with their involvement.

Muchiri (1998) seems to agree with the above proponents. She argues that apparently, students do not need rigid control supported by the idea that children must only be seen but not heard. In such circumstances, students will comply but exhibit their dissatisfaction in form of strikes, riots and protests to the school authority. On the other hand, discipline is not achieved if a head teacher adopts a permissive approach. The idea that students should do what they want is self-defeating. This is because order is achieved not by students' anarchy, but by mutual respect and proper guidance as to what kind of behaviour is expected. The concept of discipline is a team responsibility because it helps to establish the proper school climate for learning. The team includes the head teacher, teachers, students and the parents.

Throughout the world, the involvement of students in maintenance of discipline has been seen as essential to the educational process. Fletcher (2005) cites Dewey who in 1916 said that, the essence of the demand for freedom is the need of conditions which will enable an individual to make his own special contribution to a group interest, and to partake of its activities in such ways that social guidance shall be a matter of his own mental attitude, and not a mere authoritative dictation of his acts. Thus, effective school discipline must encompass the students' involvement in making decisions that touch on discipline.

All over the world, secondary schools have witnessed student unrest bringing to the bare the need to involve students in maintenance of discipline. Rodgers

(2005) noted that in 2004, for instance, there were massive student protests in Chile. Throughout the spring of that year, public high school students from across the country began a series of protests, school takeovers and negotiations designed to bolster support for public education improvement. After seeing the massive effect of the students, government officials met their demands and are working to support on-going reforms as necessitated by students.

In Africa, studies carried out in Nigeria by Nakpodia (2010) on teachers' disciplinary approaches and students' indiscipline concluded that the students' discipline problems had grown-into an endemic. The research found out that the head teacher dealt with discipline matters without involving the teachers, let alone the students. Regionally, Uganda has had its share of student unrest. In 2010, for instance, students of Bugema Adventist School in Luweero went on rampage destroying property worth eight million Uganda shillings. The students were protesting against the administrators' decision, without explanation, to cancel a much-anticipated weekend music programme (The Monitor, July 28<sup>th</sup>, 2010).

Kenya has neither been spared on student unrest and the recurrent student unrest in the country cannot be wished away. Usually, cases of student unrest have been ignited by decisions imposed upon them by school administrators. Kindiki (2009) asserted that over the last few years, there have been increased calls for increasing the extent of involving students in decision making<sup>1</sup>; Kenya owing to the frequent student unrest.

According to MoE (2008) report, 300 schools in Kenya experienced students' unrest between May and July 2008. The hardest hit region was Central Province with 70 schools going on rampage destroying property worth millions of shillings. Rift Valley had 55, Eastern 53, Nyanza 27, Coast 24, Nairobi 20, Western 8 but none in North Eastern. Students from the affected schools cited rigid application of policies by the head teachers, lack of their involvement in decision making on matters that affect them, teachers' laxity among others, as the causes of the unrest. The students said that the mock exam was a scapegoat. There were calls for student involvement in the maintenance of discipline in schools that led to the formation of the Kenya Secondary Students Council (KSSSC) by the Ministry of Education in 2009. In spite of this move, indiscipline cases in secondary schools continue (Jeruto & Kiprop, 2011).

Normally, incidences of student unrest arouse criticism from some teachers, parents and the larger society precipitated on the premise that students are indiscipline as a result of the absence of corporal punishment. Others blame it on drug abuse or the mock exams. However, researchers on student unrest in secondary schools have paid little attention to involvement of students in the maintenance of discipline (Jeruto & Kiprop, 2011).

A number of recent accounts have featured educators refuting the misconception that engaging students as partners of school change is about making students happy, pacifying unruly children or letting them run the

school. Research shows that when educators work with students as opposed to working for them, school improvement is positive and meaningful for everyone involved. In spite of evidence, researchers and advocates still find that students are continuously neglected and sometimes actively denied any sort of role in their school's improvement programmes (Fletcher, 2004). It is against this background that this study sought to explore the involvement of students in the maintenance of discipline in Westlands District, Nairobi County.

## **1.2 Statement of the problem**

Schools in Westlands District have not been spared from the wave of student unrest. In the 2008 wave of strikes, for instance, Hospital Hill and Parklands Arya Girls' Secondary Schools were affected. Students in both schools decried the failure by the school administrators to listen to their grievances (MoE Report, 2008). This study, therefore, seeks to investigate the influence the involvement of students has on the maintenance of discipline in the district. From the literature reviewed, no study had been done to establish the influence of students' involvement in the maintenance of discipline in Westlands District. This study set out to fill this gap.

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

The purpose of this study was to investigate the influence of students' involvement in maintenance of discipline in Westland District, Nairobi County.

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

The objectives of this study were:

- a) To identify discipline challenges exhibited by secondary school students in Westlands District.
- b) To establish the causes of discipline challenges among secondary school students in Westlands District.
- c) To determine ways in which secondary school head teachers involved students in maintenance of discipline.
- d) To examine whether the category of a school had any influence on the involvement of students in maintenance of discipline.

### **1.5 Research questions**

This study was guided by the following research questions:

- a) What are the discipline challenges exhibited by secondary school students in Westlands District?
- b) What causes discipline challenges among secondary school students in Westlands District?
- c) In-what ways do secondary school head teachers involve students in the maintenance of discipline?

- d) To what extent does the category of secondary schools influence students' discipline?

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

The aim of this study was to investigate the influence of students' involvement in maintenance of discipline. The findings of the study may help secondary school head teachers to enhance discipline in their schools. The findings of this study may also trigger the head teachers to reconsider involving students (more) in maintenance of discipline. The study may be useful to the universities, the Kenya Education Management Institute (KEMI) and teacher training colleges in redesigning their curriculum to offer information and impart skills necessary in enhancement of discipline in future head teachers and teachers. Teacher-trainees may be taught the need for and ways of involving students in maintenance of discipline.

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

Some of the limitations included the fact that Westlands is a relatively new district- formed three years ago. As such there was no much data at the district offices. The researcher sought data from the office of the Provincial Director of Education, Nairobi County.

### **1.8 Delimitation of the study**

This research was confined to public secondary schools in Westlands District. Public schools were deliberately selected since they operate under same

guidelines given by the Ministry of Education as opposed to private schools which operate under different management guidelines. The study involved only public secondary school head teachers, teachers and students.

#### 1.9 Assumptions of the study

This study held the following assumptions:

- a) All the targeted schools kept records of school discipline.
- b) Data given by the respondents was objective.

#### 1.10 Definitions of significant terms

The following operational terms were used:

Administration refers to the process of running the activities of a school as well as the people who do the work.

**Baraza** is a Swahili word for a group of people in an open meeting to discuss certain matters. In this study, it refers to a school parliament where students freely raise issues affecting them.

Category refers to classification of schools as national, provincial or district.

Discipline refers to a state of students' physical or mental orderliness resulting in the development of socially acceptable attitudes.

Indiscipline refers to unwillingness to make deliberate effort required to achieve the objectives chosen.

Influence refers to the effect or impact resulting from student involvement in maintenance of discipline.

Maintenance refers to preserving, upholding or conserving discipline.

**Student involvement** refers to the act of students taking part or participating in an activity or an event.

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

The study was organized into five chapters, starting with chapter one which comprised of; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definitions of significant terms and organization of the study. The second chapter dealt with the review of related literature and had; introduction, an overview of school discipline, the concept of student involvement in maintenance of discipline, forms of enforcing school discipline, discipline situation in Kenyan public secondary schools, influence of student involvement in maintenance of discipline, summary of the literature review, theoretical framework and conceptual framework. Chapter three followed with an introduction, research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, instrument reliability data collection procedures and data analysis techniques. Chapter four dealt with the analysis, presentation and interpretation of data while chapter five provided a summary, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review discusses findings of some researches on the overview of school discipline, the concept of student involvement in maintenance of school discipline, forms of enforcing school discipline, discipline situation in Kenyan public secondary schools, influence of student involvement in maintenance of discipline, gives a summary of literature review and discusses the theoretical and conceptual framework of the study.

#### **2.2 Overview of school discipline**

Hurrop (1983), defines school discipline as the system of rules, punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to control the students' actions and behaviour. An obedient student is compliant with the school rules and regulations. These rules may, for example, define the expected standards of clothing, time-keeping, social behaviour and work ethics. The aim of discipline is to set limits restricting certain behaviour seen as harmful.

The term discipline has been defined differently by various scholars. Okumbe (1998), defines discipline as the action by management to enforce organizational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behavioural patterns

necessary for maximum performance. Mbiti (2007) asserts that disciplined system of guiding the individual to make reasonable decisions responsibly <sup>th</sup> goal is to make it possible for an individual or a team of individuals to succ<sup>^</sup> in the set goals. Discipline, therefore, is good behaviour shown by members<sup>01</sup> a school community for its smooth functioning.

According to Docking (1987), it may not be easy to come up with <sup>^</sup> objectively acceptable definition of the term discipline. This is beca<sup>^</sup> discipline has different meanings to different people. To some, it connotes<sup>3</sup> regime which is at its best rigid and circumscribed and at its worst, arbitral and cruel. This is the 'spare the rod-spoil the child' approach. This kind<sup>01</sup> discipline views punishment as the most effective way of solvit misbehaviour. To other people, discipline denotes the very essence of civiliZ<sup>^</sup> behaviour and characterizing a style of living which distinguishes hum<sup>^</sup> society from the life of the jungle.

Discipline is crucial for the efficient running of any institution. One of tb<sup>e</sup> broad national goals of education as espoused in the National Committee o<sup>l</sup> Education Objectives and Policies (Republic of Kenya Report, 1976), is <sup>l0</sup> assist the youth to grow into self-disciplined, law abiding and creative peopl<sup>l</sup> This shows the importance that the country places on discipline of those wt<sup>l</sup> go through the formal school system. Griffins (1994) says that discip<sup>l,r</sup> \$ should be seen to emanate from the individual. This means that stu<sup>enl</sup> should be encouraged to develop self-discipline which will enable tht<sup>th</sup>

discern the right and the wrong individually without depending on external controls.

### **2.3 The concept of student involvement in maintenance of discipline**

The need to involve students in the maintenance of discipline is based on the fact that a school is an agent of socialisation. The family and the school are considered two of the most important agents of socialisation. The youth spend most of their time in school and so the school has the responsibility to function as a socialising agent. A school community is a reflection of the larger society.

«

Thus, in order to socialise students by making them fit in their future roles in the society, the school has to provide a wide range of opportunities to enable them practice some basic responsibilities of how to live in the society (Rodgers, 2005). Students should be involved in maintaining discipline as the society expects them to do so even after school.

The four years of secondary school education in Kenya have the role of seeing a majority of students go through their youth and enter the adult phase of their life. They are young citizens. They should always be seen as people who have an ever growing capability to deal with new situations and as persons with whom one can negotiate and reach agreements. With regular counselling, students' capabilities can be maximised during their participation in school administration (Waithaka, 1987).

Students are young people full of energy that needs to be harnessed to benefit the school and the society. A school programme that allows for students' participation in its administrative processes offers the greatest opportunity for such gain. In fact, it is feared that unless this is done, the energies might be channelled in the wrong direction and pose serious problems to the school administration (Kaanangrandson, 1987). On the other hand, schools which have instituted forms of students' involvement in maintenance of discipline enjoy a relatively smooth administrative tenure, with fewer student-related administrative problems (Nyamango, 1985). Information from Strathmore and Kianda School in Westlands District show that the involvement of students in maintenance of discipline is a sure way of avoiding student unrest. Starehe School, like Strathmore, for over fifty years of its existence has never experienced a strike. Griffins (1994) put it that it is because of the involvement of students in the maintenance of their own discipline.

#### **2.4 Forms of enforcing school discipline**

Glasser (2000) noted that, throughout the history of education, the most common means of enforcing discipline in schools was the use of corporal punishment. While a child was in school, a teacher was expected to be a substitute parent, with many forms of parental discipline open to them. This often meant that students were commonly chastised with the birch, cane, paddle or strap if they did something wrong. Glasser says that by 1995, corporal punishment in most Western countries had disappeared including all European countries. However, it remains common place in schools in some

Asian, African and Caribbean countries. Most mainstream schools in most other countries retain punishment for misbehaviour, but it usually takes non-corporal forms such as detention and suspension.

According to Glasser, today, detention is one of the most common forms of enforcing discipline in schools in the United States, Britain, Ireland, Australia and some other countries. Detention requires a student to remain in school during a specified time on a school day like break time or after school. Some serious offences may require one to attend school on a non-school day such as

i

on Saturday. Saturday detention is practised at Strathmore as well as Kianda School, day schools in Westlands District, Kenya. Some schools retain students in school for some hours, a day or more after closure as a form of punishment. Usually, if a student misses a detention, they get a more serious punishment.

Suspension is another form of enforcing discipline in schools. It is a mandatory leave given to a student as a form of punishment. Suspension is temporary exclusion and can last from one day to several weeks, during which time the student cannot attend regular lessons. Exclusion or expulsion is also a form of enforcing school discipline. It is the permanent removal of a student from a school. It is usually the last resort when all other methods have failed. However, in extreme situations, it may also be used for a single offence.

Searle and Ward(1990), sought to explain the underlying causes of student unrest in the United States of America. Their study revealed that students are out to challenge the traditional forms of authority. Many young people are opposed to a series of social policies and conditions in schools and seek to change them. The students are suspicious of all authority and resentful of institutional structures. The failure to involve students in the maintenance of discipline leads to accumulated dissatisfaction resulting in unrest.

## **2.7 Summary of the literature review**

From the foregoing literature review, it is apparent that the maintenance of discipline in schools is influenced by the involvement or non-involvement of students. Waithaka (1987), Griffins (1994) and Glasser (2000) are all in agreement that involving students in maintenance of discipline makes them feel recognised and responsible. Good discipline is achieved when the school administration involves students in formulating and revising policies which are fair. Discipline is mandatory for the running of any institution. For discipline to be realized, it must emanate from the key players in the school community including students themselves. Self-discipline can only be achieved to the extent that the disciplinary procedures are democratic, that is, by involving the students. The influence of students' involvement in maintenance of discipline has not been studied in Westlands District. This study seeks to fill this gap.

## **2.8 Theoretical framework**

School discipline practices are generally informed by theories from psychologists and educators. The Reality Therapy Theory (Glasser 1965), is one of them. The Reality Therapy is an approach to psychotherapy and counselling. It was developed by a psychiatrist William Glasser in 1965. According to this theory, a person's behaviour moves away from the norm when their basic needs are not met. Since fulfilling basic needs is part of a person's present life, reality therapy does not concern itself with a client's past. Thus, students resent being stigmatized as trouble makers, noisy or t • generally as wrong-doers. They exhibit discipline problems when their needs are not met. Teachers should therefore engage the students so as to know and meet their needs rather than impose rules on them.

Reality therapy is a therapy of choice and change, based on the conviction that though people are often products of their past, they do not have to be held hostage by it forever. The fact that a student has been indisciplined in the past should not be used to humiliate him or her. They should be involved in maintaining the discipline they failed to uphold before. This means that the teachers should involve the students in making judgement about their current behaviours or discipline. This helps them to feel that they are in control of their own lives.

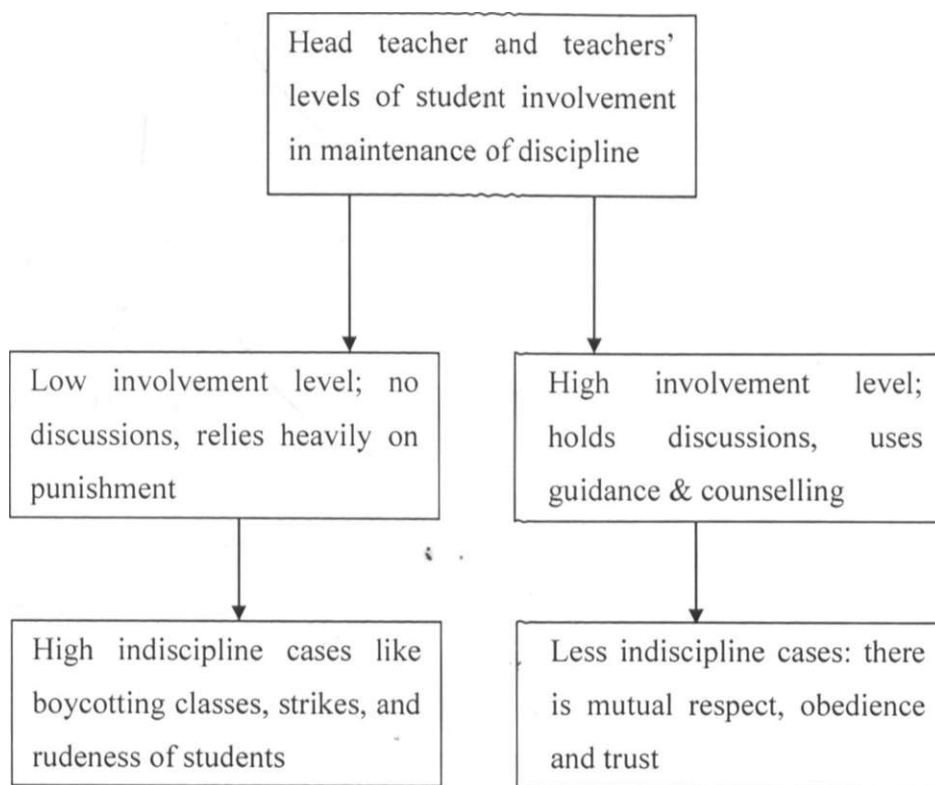
The main limitation of the Reality Therapy is that it primarily and exclusively deals with the current and the present problems of the individuals. It does not

seek to unlock previous trauma, recurring dreams or unsatisfied needs. Some people also fault Glasser's notion by arguing that some people behave the way they do out of chronic thought patterns. Students may misbehave because of accumulated frustrations. Hence, in helping students to maintain discipline, the past cannot be entirely ignored.

In education, Reality Therapy is still useful, the above criticism notwithstanding. It can be used to help teachers to improve students with emotional and behavioural disturbances. Teachers need to develop positive therapeutic relationships and improve students' self-esteem. This can improve school functioning and the learning and social environment. This therapy can also be used to emphasize the need to listen to and involve students in determining their needs. The Reality Therapy holds that we learn responsibility through involvement with other responsible people. Thus, teachers should involve students in maintaining discipline for them (students) to learn to be responsible.

## **2.9 Conceptual framework**

The conceptual framework shows the relationship between the variables; the influence that the involvement of students has on the maintenance of discipline.



**Figure 2.1 Conceptual framework of students' involvement in maintenance of discipline**

The conceptual framework examines various ways of involving students in maintenance of discipline such as through prefects, student *barazas* and class councils. It assumes that a teacher who highly involves students in maintenance of discipline will hold discussions, *barazas* and class council meetings with them and use guidance and counselling as disciplinary procedures. Such a relationship will yield good student behaviour hence, few cases of indiscipline. Failure to involve students increases indiscipline cases.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology discusses the research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

This study used ex post facto design, which according to Kerlinger and Lee (2000), is a systematic empirical inquiry in which the researcher does not have a direct control of the independent variables because the manifestation has already occurred. This design was appropriate to this study because the students had either been involved or not involved in the maintenance of discipline and influence caused.

#### **3.3 Target population**

According to Best and Kahn (1998), target population is any group of individuals who have one or more characteristics in common, that are of interest to the researcher. This study targeted the ten public secondary schools in WesUands District with the 10 head teachers, 294 teachers and 6622 students. The list of schools and the student enrolment data was obtained from

Westlands District Education Office. The number of teachers was obtained from the Provincial Director of Education's office, Nairobi.

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

A sample is a sub-set of the target population that the researcher wishes to generalize the results to (Wiersamer & Jurs, 2005). According to Best & Kahn (2006), 30 percent of the sample will suffice for a small population, 10 schools in this case. Thus, 4 schools with the four head teachers were picked out of 10 schools. The four schools were arrived at on the basis of stratified sampling.

i

The stratification was on the basis of school category. Thus, there was one national school out of the three, two provincial schools out of the five and one district school out of the two in the district. There were 4 containers for the 4 strata. The sample in every stratum was arrived at through random sampling from a container, having assigned every school in a stratum a number. This gave each school in the stratum an equal chance of being picked. According to Kothari (2004) and Orodho (2009), this method gives more precise estimates for each stratum and by estimating more accurately each component, it gives a better estimate of the whole.

Out of the 4 schools selected, 100 students were selected from each school, about 33 students from each class (form 2-4) picked randomly. There were 10 teachers picked randomly from each school. The form ones were deliberately left out since they had barely been in the school for three months. They were yet to settle and understand the pertinent issue of student involvement in the

maintenance of discipline. The head teachers, teachers and students gave a sampling frame of 504 respondents. Table 3.1 shows the sampling frame.

**Table 3.1**

**Sampling frame**

<b>Area</b>	<b>Number of students</b>	<b>Number of teachers</b>	<b>Head teacher</b>
Nairobi School	100	10	
Parklands Arya	100 ; .	10	
Kangemi	100	10	
Lavington	100	10	
<b>Total</b>	<b>400</b>	<b>40</b>	

### **3.5 Research instruments**

The researcher used questionnaires to collect data from the students, teachers and head teachers. Questionnaires are generally much less expensive and do not consume a lot of time in their administration. The students' questionnaire consisted of 19 items based on the Likert Scale seeking data on their opinion on their involvement in maintenance of discipline, causes of indiscipline and possible ways of reducing indiscipline cases. The head teachers' questionnaires had 12 items seeking information on their personal details as well as causes of indiscipline, how they involved students in maintenance of discipline and possible solutions to indiscipline. The teachers' questionnaires

had 10 items which collected data on the causes of indiscipline, how they involved students in maintenance of discipline and possible solutions to indiscipline.

### **3.6 Validity of the instruments**

Orodho (2004) defines validity of instruments as the degree to which the empirical measure (instrument) measures what it is supposed to measure. To determine validity, a pilot study was conducted in two schools picked at random out of the six schools not involved in the main study. This helped the researcher to avoid respondents <in the main study giving information with influence from prior knowledge of the questionnaires. From each school, 40 students were randomly picked, 10 from each class. They completed the questionnaires. On the analysis and interpretation of the data, some questions were found to have been ambiguous, others vague and some irrelevant. The instruments were reviewed accordingly.

### **3.7 Instrument reliability**

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To ensure reliability, the test-retest method was used. This involved administering the same questionnaires after an interval of one week to the same group and then a comparison of the two scores was done. This was aimed at finding out if the results were consistent to determine the reliability of the instrument. Two schools were used for this purpose.

The Pearson's Product-Moment was used to check reliability. The correlation coefficient ranged between -1 to +1. A correlation coefficient of 0.5 and above was considered high enough to deem the instrument reliable. For raw data, the formula for Pearson's Product-Moment Coefficient 'r' is as follows:

$$r = \frac{\sum XY - (\sum X)(\sum Y)/N}{\sqrt{[\sum X^2 - (\sum X)^2/N][\sum Y^2 - (\sum Y)^2/N]}}$$

Where r= Pearson's Product-Moment Coefficient of correlation index

N = the number of subjects

i

X=scores of test one

Y=scores of test two

The correlation coefficient for the study was found to be 0.71 for students and 0.84 for teachers. This meant that the instrument was reliable and so, the study could be done.

### **3.8 Data collection procedures**

A permit was obtained from the National Council of Science and Technology to allow the researcher to do his study. A courtesy call was made and copies of the research permit dropped to the District Commissioner and the District Education Officer, Westlands District, the Provincial Commissioner and the Provincial Director of Education, Nairobi. The researcher then arranged with the respective head teachers and the teachers on the appropriate date and time to administer the questionnaires. The researcher assured the respondents of the confidentiality of their identity.

### **Data analysis techniques**

The data for this study was derived from questionnaire responses. This study generated both qualitative and quantitative data. After checking their authenticity, the quantitative data was analysed through descriptive data analysis. Responses to open-ended questions were paraphrased to standardize them. The data collected was then coded by assigning each answer a number. The researcher provided a code for non-responses. Microsoft Excel was used to generate a quantitative database that was analysed. All the questions were analysed using

i •

descriptive statistics by calculating the frequencies and percentages that were presented using tables and charts.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter focuses on data analysis and interpretation of findings. It presents the results of the study collected through questionnaires administered to students, teachers and head teachers. The analysis is presented in both tabular and narrative form under four subheadings namely: discipline challenges exhibited by students, causes of students' discipline challenges, forms of student involvement in maintenance of discipline and the influence of school category on student involvement in maintenance of discipline.

#### **4.2 Questionnaire return rate**

This is the proportion of the sample that participated in the research. It shows the respondents, the sample and the number and percentage of returned questionnaires. Table 4.1 below shows the return rate.

**Table 4.11**

**Questionnaire return rate from respondents**

<b>Questionnaires</b>	<b>Students</b>	<b>Teachers</b>	<b>Head teachers</b>
Issued	400	40	4
Returned	359	28	4
<b>Percentage (%)</b>	<b>89.8</b>	<b>70</b>	<b>100</b>

From the table 4.1 above, the respondents' questionnaire return rate was above 70 percent for all the respondents and the study was deemed reliable. Some form two students in one of the schools' could not return some questionnaires since there was a parents' clinic day. In another school, students were given the questionnaires and allowed by their teachers to stay with them overnight. Thus, by the time of collection, some questionnaires could not be traced. Nonetheless, the return rate was still good enough for the study to continue.

### **4.3 Demographic information of the respondents**

The respondents were required to provide some demographic information. The students were required to give information on their gender, class/form and whether they were prefects or not. The head teachers were to provide information on the duration they had served as head teachers.

#### 4.3.1 Distribution of students by gender

This study gathered data from both boys and girls. Their distribution is shown in the table below.

**Table 4.2**

#### **Distribution of students by gender**

<b>Gender of the student</b>	<b>Frequency</b>	<b>Percent</b>
Male	216	60
Female	143	40
<b>Total</b>	<b>359</b>	<b>100</b>

Table 4.2 above represents the distribution of students by gender. Majority of the respondents were boys. This study involved four schools: one for boys, one for girls, and two mixed schools. However, the enrolment for girls was lower than the boy's especially in the mixed schools. This caused the difference in the distribution of students by gender. It is possible that many parents prefer to take their daughters to purely girls' schools to avoid cases of boy girl relationships in schools.

#### 4.3.2 Distribution of students by class

The study involved form two, three and four students only. Form one students were deliberately left out since they had not been in their respective schools long enough to give objective information.

**Table 4.11**

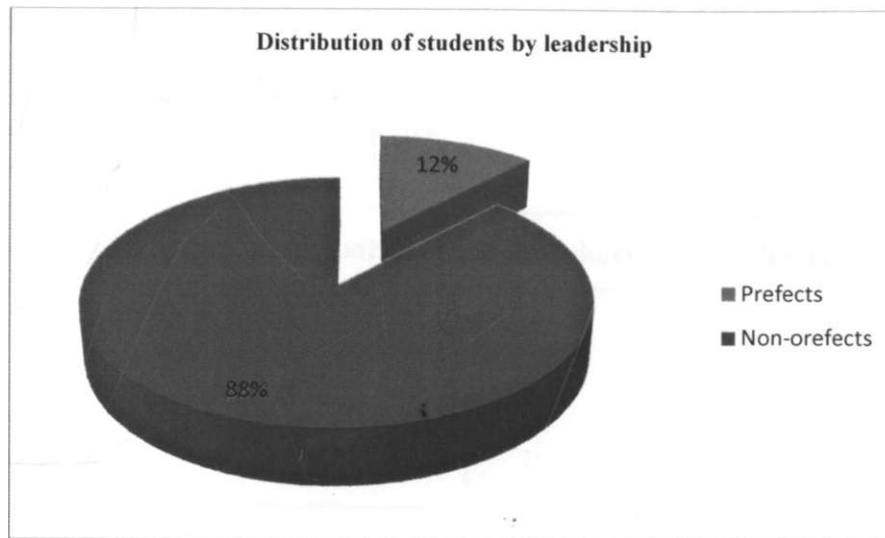
**Distribution of students by class/form**

<b>Class/form</b>	<b>Number</b>	<b>%</b>
Two	143	40
Three	129	36
Four	87	24
<b>Total</b>	<b>359</b>	<b>100</b>

From table 4.3 above, there were more form two students used in the study followed by form three while form four had the least respondents. This trend may possibly have come about due to the fact that in most schools the teachers are busier with the form threes and fours. In fact, in two of the four schools sampled, the head teachers expressed their wish not involve the form fours given their busy schedule. The head teachers were all available because they were only four and therefore easier to meet them in person.

#### 4.3.3 Distribution of students by leadership position

The study required students to indicate whether they were prefects or not. The students responded as shown in figure 4.1 below.



**Figure 4.1 Distribution of students by leadership**

Figure 4.1 above shows the total number of prefects involved in this study. They were 43 in number out of 359, thus, constituting 12 percent of the student respondents. Usually, prefects are a small group of the student population. This very high percentage of non-prefects was good for this study because they were likely to give more objective responses than the prefects.

#### **4.3.4 Distribution of head teachers by duration of service**

This study involved four head teachers with varied duration of service as shown in table 4.4 below.

**Table 4.4**

##### **Head teachers' duration of service**

<b>Duration (in years)</b>	<b>Number of head teachers</b>	<b>Percentage</b>
1-5	2	50
6-10	1	25
11 and above	1	25
<b>Total</b>	<b>4</b>	<b>100</b>

According to table 4.4 above, the two head teachers involved in this study who had served in that capacity for less than six years were likely not to involve the students in the maintenance of discipline as much as their counterparts who had served for a period of over 10 years.

#### **4.4 Discipline challenges exhibited by students**

From the data collected, discipline challenges exhibited included cheating in exams, theft, students disrespecting teachers, fighting, boy-girl relationship, use of mobile phones in the school, drug abuse, sneaking from school and evading exams.

#### 4.4.1 Frequency of students' misbehaviour

This study required teachers to show the frequency with which they experienced students' misbehaviour. This was contained in the item one of the teachers' questionnaire. The teachers' responses were as displayed in table 4.5 below.

**Table 4.5**

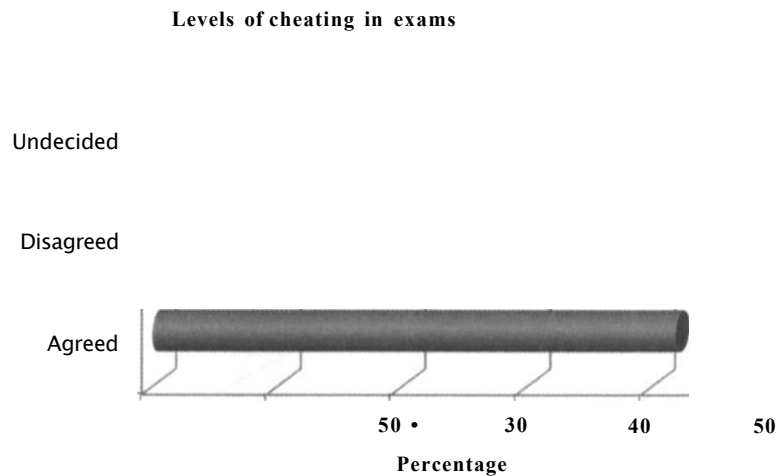
#### **Frequency of students' misbehaviour**

<b>Frequency</b>	<b>Very often</b>	<b>Often</b>	<b>Rarely</b>	<b>Very rarely</b>	<b>Total</b>
<b>Number</b>	4	14	8	2	<b>28</b>
<b>Percent</b>	14	50	29	7	<b>100</b>

From table 4.5 above, most teachers (64%) indicated that they experienced students' misbehaviour very often or often. These results are in agreement with Gekonde (2011) who found that 70 percent of teachers in Ruiru District agreed that students' misbehaviour was very often. This implied that indeed there was need for the study to be done. For instance, since half the teachers indicated that students often misbehaved, there was need to find out the influence of those students' involvement in maintenance of discipline. Similarly, there was also need to find out the nature of students' misbehaviour. The following are some of the forms of students' misbehaviour to which students' responded to as shown below.

#### 4.4.2 Cheating in exams

Students who completed the questionnaires indicated that there was cheating in examinations. This information is shown in figure 4.2 below.

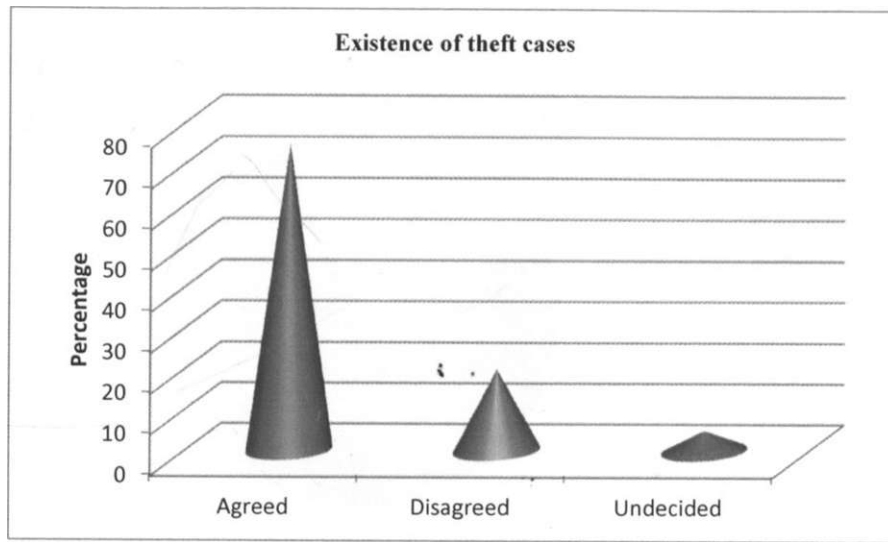


**Figure 4.2 Existence of cheating in examinations as a discipline challenge**

On cheating in exams, from figure 4.2 above 42 percent of the students agreed that there were examination irregularities in their schools. This percentage is high and therefore, raises concerns considering that in the past, national exams in this country have been marred by incidences of cheating.

#### 4.4.3 Theft cases in schools

Students were required to respond to the existence of theft cases in their schools as a discipline challenge. Their responses were challenge as indicated figure 4.3 below.

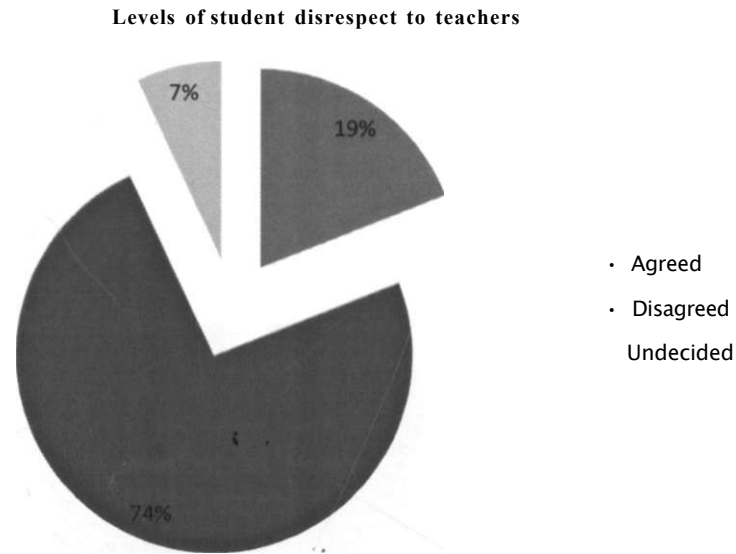


**Figure 4.3 Existence of theft cases**

From figure 4.3 above, the majority of students (75%) said that theft was a discipline challenge. This coincided with what 3 (75%) head teachers out of 4 said: that theft was a discipline challenge in their schools. It was, therefore, evident that theft was rampant in the concerned schools. These responses are in agreement with those of Munyasya (2008) in Machakos District where 76 percent of the sampled head teachers said that theft was a discipline challenge in their schools. This implies that students did not have adequate personal effects.

#### 4.4.4 Levels of students' disrespect to teachers

The study sought to determine the extent to which students disrespected teachers. The students' responses on this are shown in figure 4.4 below.

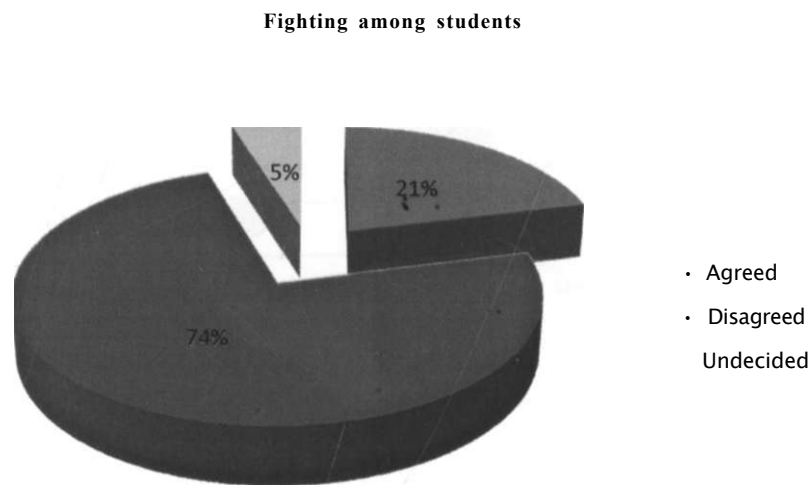


**Figure 4.4 Levels of students<sup>1</sup> disrespect to teachers**

According to figure 4.4 above, majority of students (74%) disagreed that they disrespected their teachers. This may have come about as a result of teachers themselves upholding high moral standards making most students to respect them.

#### 4.4.5 Fighting among students

This study found out that there was fighting among students as a discipline challenge. This information emerged from item number four in the students' questionnaire. The students' responses on the same were as seen here under in figure 4.5.

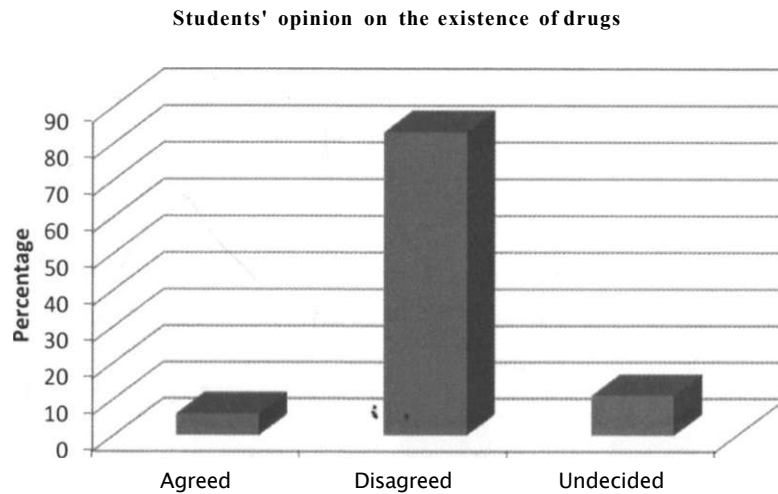


**Figure 4.5 Fighting among students**

Fighting among students, as in figure 4.5 above was a minor discipline challenge with only 21 percent of respondents agreeing. It is possible that the punishment for fighting in these schools is very harsh such as suspension that could even lead to expulsion. Such a measure could easily deter students from fighting.

#### 4.4.6 The problem of drug abuse

Drug abuse exists in small proportions. Students responded to item number 5 in their questionnaire on abuse as shown in figure 4.6 below.

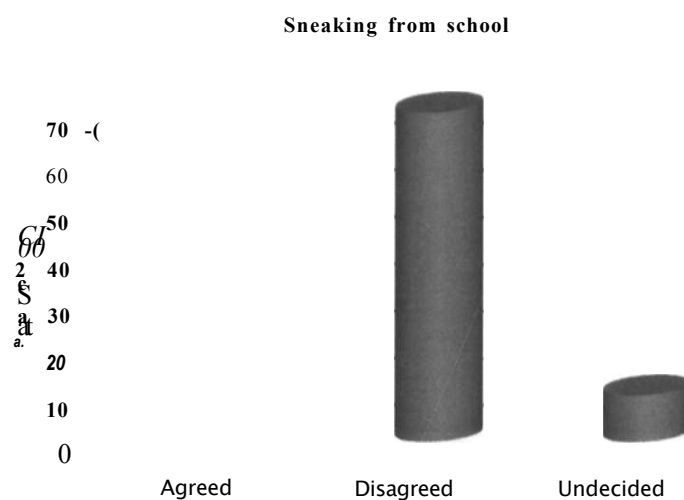


**Figure 4.6 Students' opinion on the existence of drug abuse**

Thus, drug abuse is a minor discipline challenge as shown in figure 4.6 above with only 6percent of the students agreeing as opposed to 83 percent who disagreed. Perhaps the students understand the effects of drug abuse and therefore they were not ready to indulge in drugs. With many theft cases existing in these schools, it is possible most students did not have enough pocket money. Such students could ill afford to delve in drug abuse given that most drugs are expensive.

#### 4.4.7 Rate of students sneaking from school

Sneaking was another discipline challenge exhibited by students in schools as a number of the students indicated. Their responses are shown below in figure 4.7.



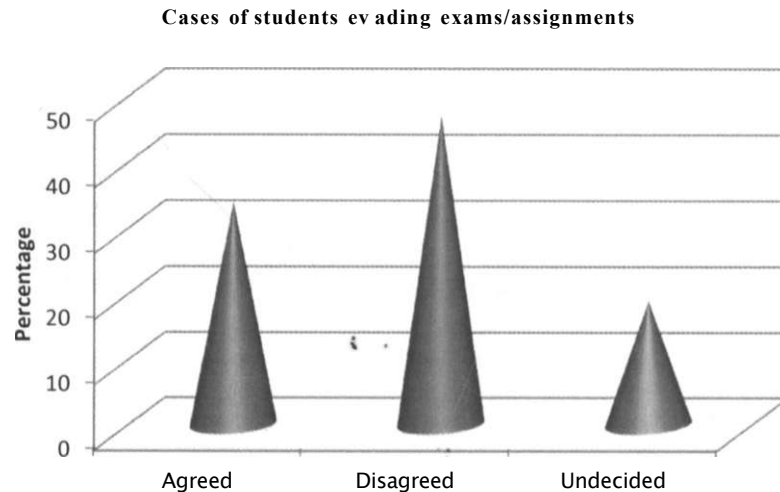
**Figure 4.7 Students responses on incidences of sneaking from school**

From figure 4.7 above, some students (20%) agreed that sneaking from school existed in their schools. Given that one of the four schools was purely a day school and two operated both as day and boarding schools with only one being purely boarding, there were not many students sneaking from school. Most students (70%) indicated that sneaking did not happen in their schools.

#### 4.4.8 Evading exams/assignments

The study established that some students would evade assignments or exams.

These responses were for item number seven tare captured in figure 4.8 below.



**Figure 4.8 Cases of students evading exams/assignments**

The figure above shows that some students agreed that students in their schools evaded exams or assignments. This is truancy. However, these findings are far much below what Amukowa (2009), found in Bungoma North District. She asserted that truancy was a common indiscipline case in Bungoma North District that led to students performing poorly in exams as their mind was divided between two worlds.

In brief, students' responses in the questionnaires on the kinds of discipline challenges in schools were captured by question 1-7 as seen in the table below, where:

**SA;** Strongly Agree                      **A;** Agree                      **D;** Disagree  
**SD;** Strongly Disagree                      **D;** Disagree                      **U;** Undecided

**Table 4.6**

**Students' responses on discipline challenges**

<b>Serial No</b>	<b>Statement</b>	<b>SA %</b>	<b>A %</b>	<b>D %</b>	<b>SD %</b>	<b>U %</b>
1.	Students in my school cheat in exams	14	28	25	23	11
2.	There are many theft cases in my school	41	34	13	7	5
3.	Students in my school disrespect teachers	6	13	34	40	7
4.	Fighting is common among my school mates	6	15	34	39	6
5.	Drug abuse is a big problem in my school	2	4	24	59	11
6.	It is common here to sneak from school	10	10	30	40	10
7.	My school mates evade exams assignments	10	24	26	27	13

**4.5 Causes of student discipline challenges**

This study revealed that causes of discipline challenges included students' complaints about meals, prefects' failure to help maintain discipline, teachers and head teachers not holding regular meetings with all students to discuss discipline issues, reluctance by students to go for guidance and counselling

and the head teachers not appreciating students' contribution in maintenance of discipline.

#### **4.5.1 Students' complaints about meals**

Students agreed that they complained a lot about meals. This dissatisfaction contributed towards indiscipline. This was item number 8 in their questionnaire which read "We complain a lot about meals," and drew the following responses in table 4.7.

**Table 4.7**

#### **Students' responses on whether they complain about meals**

	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>Total</b>
<b>No.</b>	174	69	53	42	21	<b>359</b>
<b>Percent</b>	48	19	15	12	6	<b>100</b>

From table 4.7 above, most students (67%, those who strongly agreed together with those who agreed) who completed questionnaires agreed that they complained a lot about meals. Thus, given that 27 percent (those who strongly disagreed plus those who disagreed) disagreed, the issue of meals was one of the causes of discipline challenges in the concerned schools. This should not be the -case considering that with subsidised secondary education in place, parents should be encouraged to pay a little more for a better diet of their

children. Muchelle (1996) asserted that when parents are willing to pay a little more for a better of their children, the complaints about meals are minimized.

#### **4.5.2 Prefects role towards maintenance of discipline**

Prefects contribute much towards the maintenance of discipline. Most students agreed that prefects helped to maintain discipline in their schools.

**Table 4.8**

**Students' responses on whether prefects helped to maintain discipline**

	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>Total</b>
<b>No.</b>	<b>102</b>	<b>116</b>	<b>38</b>	<b>87</b>	<b>16</b>	<b>359</b>
<b>Percent</b>	<b>28</b>	<b>32</b>	<b>11</b>	<b>24</b>	<b>4</b>	<b>100</b>

According to table 4.8 above, majority of students (60%, that is, those who strongly agreed plus those who agreed) indicated that prefects did help to maintain discipline in their schools. Some students may have disagreed that prefects help to maintain discipline because the prefects were chosen by the school administration and therefore are seen as 'puppets' of the administrators. According to Muchelle (1996), if the process of selecting prefects is not democratic enough as to involve all students, then the students relate with their prefects with suspicion. Such students are likely to say that their prefects do not help to maintain discipline.

#### 4.5.3 Frequency of head teachers meetings to discuss discipline

Students were asked in item 12: "Our head teacher holds meetings with all students to freely discuss discipline issues". Their responses are shown in table 4.9 below.

**Table 4.9**

**Students' responses on the head teachers' holding meetings with all students to freely discuss discipline issues**

	<b>SA</b>	<b>A</b>	<b>SD<sub>i</sub></b>	<b>D</b>	<b>U</b>	<b>Total</b>
<b>No.</b>	63	71	69	134	<b>22</b>	<b>359</b>
<b>Percent</b>	18	<b>20</b>	19	37	6	<b>100</b>

Table 4.9 above shows that majority of students (56%, that is, those who strongly disagreed together with those who disagreed) did not think their head teachers held enough meetings with the students to freely discuss discipline issues. These meetings are very healthy for student discipline like Muchiri (1998), found out. She reckons that the best three processes of enhancing student discipline in secondary schools are guidance and counselling, head teachers and teachers having dialogue with the students and punishment. Thus, there was need for the head teachers to meet all students more often to discuss discipline matters.

However, on the same issue, teachers had different views. According to most teachers, the head teacher often met students to discuss discipline issues. On item 7 in the teacher's questionnaire, the teachers were asked how often the head teachers met students to discuss discipline issues. This elicited the following responses in table 4.10.

**Table 4.10**

**Teacher's responses on how often the head teachers met the students to discuss discipline issues**

<b>Frequency</b>	<b>Very often</b>	<b>Often</b>	<b>Rarely</b>
<b>Total</b>	<b>7</b>	<b>19</b>	<b>2</b>
<b>Percentage</b>	<b>25</b>	<b>68</b>	<b>7</b>

Most teachers (68%), according to table 4.10 above, said that the head teachers often met students to discuss with them discipline issues. It is no wonder then that in responding to item number 19, most students rated the levels of their schools' discipline as good.

#### **4.5.4 Students' willingness to go for guidance and counselling**

Some students did not feel free to go for guidance and counselling. This in essence meant that such students felt compelled to go for guidance and counselling. Their responses to item 13 in their questionnaire which asked, "I feel free to go for guidance and counselling," are captured here below in table 4.11.

**Table 4.11**

**Students' willingness to go for guidance and counselling**

	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>Total</b>
<b>No.</b>	96	73	42	111	33	<b>355</b>
<b>Percent</b>	27	21	12	31	9	<b>100</b>

From table 4.11 above, 48 percent (those who strongly agreed and those who agreed) of the students felt free to go for guidance and counselling. However, 43 percent (those who strongly disagreed together with those who disagreed) did not feel free to go for guidance and counselling. This means that such students could not appreciate the benefits of guidance and counselling services in their schools which include helping students to be disciplined. This is against the findings of Maingi (2005), Vishala (2008) and Wandeo (2002) who all agree that guidance and counselling contributes a lot towards maintenance of discipline.

**4.5.5 The head teachers' appreciation for students' contribution towards maintenance of discipline**

The study sought to determine students' views on whether or not the head teachers appreciated their contributions towards maintenance of discipline. Their responses were as shown here under in table 4.12.

**Table 4.12**

**Students' views on whether the head teachers appreciated their contribution towards maintenance of discipline**

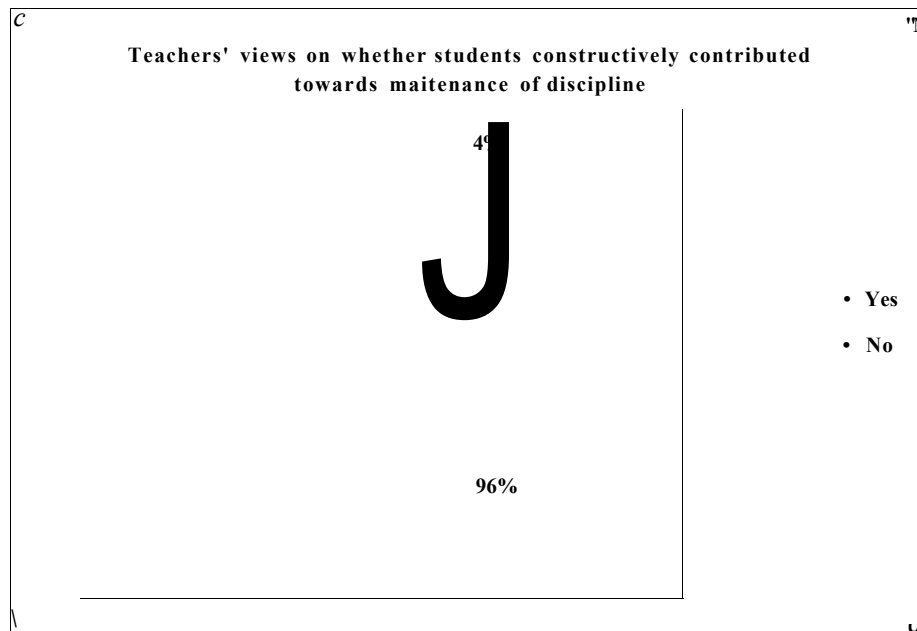
	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>Total</b>
<b>No.</b>	150	106	24	54	18	<b>352</b>
<b>Percent</b>	43	30	7	15	5	<b>100</b>

t •

According to table 4.12 above, most students (73%, that is, those who strongly agreed and those who agreed) indicated that the head teachers appreciated their contribution towards maintenance of discipline. Only 22 percent (those who strongly disagreed together with those who disagreed) felt that the head teacher did not appreciate their contribution towards maintenance of discipline. This could a group of students who were making unrealistic demands. Thus, it was possible for the 22 percent to exhibit some discipline challenges in the school due to this dissatisfaction.

These students' responses were a reflection of the head teachers' responses on item 9 in their questionnaires. The head teachers were asked whether or not their -students constructively contributed towards maintenance of discipline. All the four head teachers (100%) agreed that the students indeed constructively contributed towards maintenance of discipline.

Similarly, majority of teachers also agreed that students constructively contributed towards maintenance of discipline. The teachers were asked in item 9 in their questionnaires if they thought that students constructively contributed towards maintenance of discipline. Their responses are reflected here below in figure 4.9.



**Figure 4.9 Teachers views on students' contribution towards maintenance of discipline**

From figure 4.9 above, most teachers (96%) agreed that students constructively contributed towards maintenance of discipline. Only 4 percent felt that students did not constructively contribute towards maintenance of discipline.

#### **4.6 Involvement of students in maintenance of discipline**

This study established that the students were involved in maintenance of discipline through representation by prefects, holding meetings with class teachers as well the head teachers to discuss discipline matters and guidance and counselling programmes.

##### **4.6.1 Ways of teachers involving students in maintenance of discipline**

Teachers were asked in item 5 of their questionnaires on how they involved students in maintenance of discipline. Their responses are captured in table 4.13 here below.

4 •

**Table 4.13**

**Teachers' views on how they involved students in maintenance of discipline**

<b>Involvement</b>	<b>No.</b>	<b>Total no. of teachers</b>	<b>Percent</b>
Use of prefects	20	28	71
Peer counselling	14	28	50
Holding meetings	6	28	21

From table 4.13 above, majority of teachers (71%) involved students in the maintenance of discipline through the use of prefects. Half of the teachers said

that they also involved students in the maintenance of discipline through peer counselling otherwise referred to as guidance and counselling. Another 21 percent of them involved students in the maintenance of discipline through holding meetings with all the students to discuss discipline matters.

However, it is imperative to note here that all the above ways of involving students in the maintenance of discipline had their shortcomings as earlier discussed in this chapter. For instance, 35 percent of the students (see table 4.8 above) disagreed on being asked if prefects helped to maintain discipline. Similarly, on peer/guidance and counselling, 43 percent of the students (see table 4.11 above) did not feel free to go for guidance and counselling. Furthermore, majority of students (56%, as seen in table 4.9 above) felt that the head teacher did not hold meetings to freely discuss discipline issues with all the students.

#### **4.6.2 Ways of head teachers involving students in maintenance of discipline**

On their part, the head teachers said that they involved students in the maintenance of discipline through the use of prefects, use of suggestion boxes/ holding meetings with all students to discuss discipline matters and through guidance and counselling. Their responses are reflected below in table 4.12.

**Table 4.11****Head teachers' views on how they involved students in maintenance of discipline**

<b>Involvement</b>	<b>No.</b>	<b>Total no. of head teachers</b>	<b>Percent</b>
Use of prefects	2	4	50
Peer counselling	4	4	100
Holding meetings	3	4	75
Suggestion box	1	4	25

From table 4.14 above, all head teachers (100%) used guidance and counselling as a way of involving students in maintenance of discipline. Most of them (75%) also involved students in maintenance of discipline by holding meetings with all students to discuss matters of discipline. These findings concur with those of Kiarie (2011) in which he concluded that head teachers were very selective in ways of involving students in school management. However, the first three ways remain with the shortcomings discussed under table 4.12 above. These findings are in disagreement with what Muchiri (1998) found. Her study established that student involvement in enhancing discipline was very minimal. Perhaps times have changed and more school administrators have seen the need to involve students more in maintenance of discipline.

#### 4.6.3 Class meetings

According to teachers, class meetings were held by the respective class teachers to discuss matters of discipline. This information was in response to item number 6 in their questionnaires. This was a way of involving the students in the maintenance of discipline. The teachers were asked about the frequency of these meetings and their responses were as captured in table 4.15 here under.

**Table 4.15**

i •

#### **Frequency of class meetings**

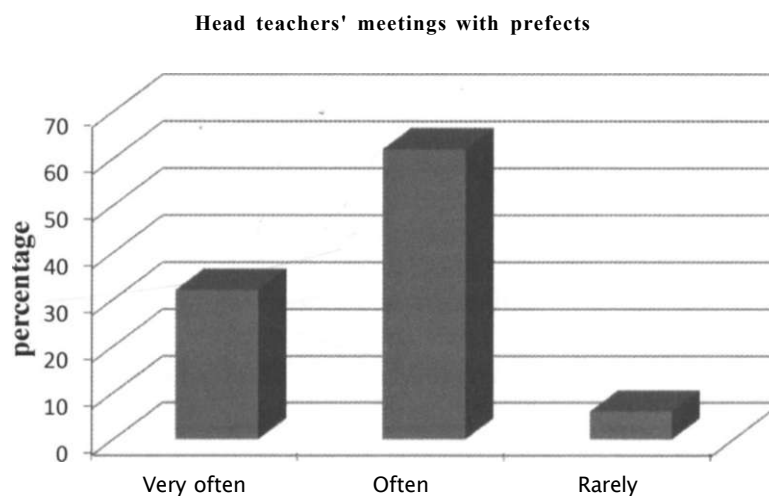
<b>Frequency</b>	Daily	Occasionally	Rarely	<b>Total</b>
Number	3	21	4	<b>28</b>
Percent	11	75	14	<b>100</b>

Table 4.15 above shows that most teachers (75%) occasionally held class meetings with the students to discuss discipline issues. It was also found that, 14 percent of the class teachers rarely held class meetings to discuss matters of discipline with their students. Only, 11 percent of the teachers involved in this study held class meetings daily to discuss matters of discipline. This percentage is very low and shows that class teachers missed a big opportunity to involve students in maintenance of discipline. According to Awuor (2008), open forum discussions between the teachers and the students build trust

between the two parties. Such meetings also are a good source of feedback that enhances mutual respect between the two parties. According to Hanks (2006), frequent class meetings help to foster responsible, ethical student behaviour.

#### 4.6.4 Head teachers' meetings with prefects

The study required teachers to indicate the frequency of the head teachers holding meetings with the prefects to discuss discipline issues. This requirement was contained in item number of the teachers' questionnaires. The teachers' responses were as shown in figure 4.10 below.



**Figure 4.10 Frequency of head teachers' meetings with prefects**

Figure 4.10 shows that most teachers (62%) believed that the head teachers met the prefects often to discuss matters of discipline. This was a good way of involving students in the maintenance of discipline.

#### 4.6.5 Students' preferred ways of minimizing indiscipline

Students were required in item 17 in their questionnaire to indicate their preferred ways of minimizing indiscipline. Their responses were as captured here below in table 4.16.

**Table 4.16**

#### **Students' preferred ways of minimizing indiscipline**

<b>Involvement</b>	<b>No.</b>	<b>Percent</b>
More sessions for guidance and counselling	126	36
Regular class meetings to discuss discipline	75	21
Regular meetings on discipline with the head teacher	50	14
Teachers to be firmer in enforcing discipline	43	12
Head teacher to be firmer in enforcing discipline	21	6
Involve students in formulation of school rules	39	11
<b>Total</b>	<b>354</b>	<b>100</b>

According to table 4.16 above, the biggest percentage of students (36%) preferred to be involved in maintenance of discipline through having more sessions for guidance and counselling. To them, this was the best way of minimizing indiscipline. These results concur with the findings of Gekonde (2011) whose study found that majority (65.3%) of teachers in Ruiru District

suggested that students can best improve their discipline through guidance and counselling.

According to Vishala (2008), when indiscipline students are given guidance and counselling, they are helped to get rid of their delinquent behaviour and learn the proper way of responding to social situations and conditions. Wandeo (2002) and Maingi (2005) strongly support the use of guidance and counselling as the best way to involve students in maintenance of discipline.

These findings show that students have some realization for the importance of guidance and counselling.

4 •

#### **4.7 The relationship between the category of a school and involvement of students in maintenance of discipline**

This study sought to determine whether the category of a school had any influence on the involvement of students in maintenance of discipline. The study involved one national school, two provincial schools and one district school.

##### **4.7.1 Head teachers' involvement of students in maintenance of discipline**

According to the head teachers, their involvement of students in maintenance of discipline was as shown in table 4.17 below.

**Table 4.11**

**Head teachers' involvement of students in maintenance of discipline  
according to the category of their schools**

	School category				Total	Percent
	National	Provincial	District			
<b>Involvement</b>						
Prefects		4 2		2	<b>50</b>	
Counselling	1	2	1	4	<b>100</b>	
Meetings	1	- 2	1	4	<b>100</b>	
Suggestion box		1		1	<b>25</b>	

From the table above, the head teacher of the national school involved in this study involved students in maintenance of discipline by holding meetings with all students and through guidance and counselling. The head teachers of the provincial secondary schools both involved students in maintenance of discipline through prefects, guidance and counselling and by holding meetings with all students. One of the head teachers of the provincial schools used suggestion boxes to involve students in maintenance of discipline. The district school head teacher used guidance and counselling and held meetings with the students to involve students in maintenance of discipline.

According to the responses above, provincial schools involved students more in maintenance of discipline by adopting all the four ways used by the head teachers. District schools and the national school least involved students in maintenance of discipline by only utilising guidance and counselling and holding meetings to discuss discipline matters.

#### 4.7.2 Influence of school category on class meetings

Class meetings emerged as one way of involving students in maintenance of discipline. Students were required<sup>4</sup> (in item number 11) to respond to the statement, "We regularly hold class meetings with our class teacher to discuss discipline". The table below shows the frequency with which each school category held class meetings to discuss discipline matters.

**Table 4.18**

#### **Frequency of class meetings by school category**

<b>Opinion</b>	<b>School category</b>					
	<b>National</b>		<b>Provincial</b>		<b>District</b>	
	<b>No.</b>	<b>Percent</b>	<b>No.</b>	<b>Percent</b>	<b>No.</b>	<b>Percent</b>
Agreed	51	55	78	51	93	93
Disagreed	42	45	75	49	7	7
<b>Total</b>	<b>93</b>	<b>100</b>	<b>153</b>	<b>100</b>	<b>100</b>	<b>100</b>

From table 4.18 above, the district school registered the highest number of respondents (93%) who agreed that their class teachers regularly held meetings with them to discuss discipline matters. It was followed by the national school with 55 percent of the students agreeing that their class teachers regularly held meetings with them to discuss discipline matters. From the provincial schools, 51 percent of the students agreed that their class teachers regularly held meetings with them to discuss discipline matters. Thus the category of a school influenced the involvement of students in maintenance of discipline.

#### **4.7.3 Influence of school category on head teachers' involvement of students in maintenance of discipline**

Item number 12 in the students' questionnaire sought to establish how freely the head teachers held meetings with all students to discuss discipline issues. The statement read, "Our head teacher holds meetings with all students to freely discuss discipline issues." The students' responses are summarised in table 4.19 below.

**Table 4.11**

**Influence of school category on head teachers' involvement of students in  
maintenance of discipline**

<b>Opinion</b>	<b>School category</b>					
	<b>National</b>		<b>Provincial</b>		<b>District</b>	
	<b>No.</b>	<b>Percent</b>	<b>No.</b>	<b>Percent</b>	<b>No.</b>	<b>Percent</b>
Agreed	40	46	55	36	59	61
Disagreed	47	54	97	64	38	39
<b>Total</b>	<b>87</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>97</b>	<b>100</b>

According to table 4.19 above, the district secondary school head teacher met students more often, (with 61% of the students agreeing), to freely discuss with them discipline issues. This might have been possible since a district school has less administrative structures compared to provincial and national schools. The national school head teacher met the students less often, with 46 percent of the students agreeing, to freely discuss with them discipline issues. This was possibly because of the many responsibilities a national school head teacher has many times he has to delegate duties to the deputy head teacher and other senior teachers. The provincial school head teachers least met students, with 36 percent of the students agreeing, to freely discuss with them discipline issues. This is against expectations in comparison with the national school head teacher who despite having more responsibilities met students

more often. Thus the category of a school influenced the involvement of students in maintenance of discipline.

#### **4.7.4 Influence of school category on students' readiness to seek guidance and counselling services**

Teachers, as earlier indicated in this chapter used guidance and counselling as a way of involving students in maintenance of discipline. Item number 13 in the students' questionnaire sought to determine how free they were to go for guidance and counselling. Table 4.20 is a summary of students' responses to the statement 'I feel free to go for guidance and counselling.'

**Table 4.20**

#### **Influence of school category on students' readiness to seek guidance and counselling services**

<b>Opinion</b>	<b>School category</b>					
	<b>National</b>		<b>Provincial</b>		<b>District</b>	
	<b>No.</b>	<b>Percent</b>	<b>No.</b>	<b>Percent</b>	<b>No.</b>	<b>Percent</b>
Agreed	38	44	46	68	39	40
Disagreed	48	56	21	32	59	60
<b>Total</b>	<b>86</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>98</b>	<b>100</b>

As seen in the table above, most students (68%) in provincial schools felt free to seek guidance and counselling services. That means that teachers in those

schools involved students more in maintenance of discipline through guidance and counselling than their counterparts in the national school with only 44 percent of the students feeling free to go for guidance and counselling services. It is possible that the provincial schools had created a more conducive atmosphere for students to access guidance and counselling services. In the district school, only 40 percent of the students felt free to go for guidance and counselling services. Perhaps the students did not understand much about the value of guidance and counselling. Thus the category of a school had an influence on the involvement of students in maintenance of discipline.

#### **4.7.5 Influence of school category on head teachers' appreciation for students' contribution towards maintenance of discipline**

This study sought students' opinion on their head teachers' appreciation for their contribution towards maintenance of discipline. The students responded to this in item number 13 ("Our head teacher appreciates our contributions in maintenance of discipline") as shown below in table 4.21.

**Table 4.11**

**Influence of school category on head teachers' appreciation for students' contribution towards maintenance of discipline**

<b>Opinion</b>	<b>School category</b>					
	<b>National</b>		<b>Provincial</b>		<b>District</b>	
	No.	Percent	No.	Percent	No.	Percent
Agreed	68	77	109	72	60	63
Disagreed	20	23	42	28	35	37
<b>Total</b>	<b>88</b>	<b>100</b>	<b>&lt; 151</b>	<b>100</b>	<b>95</b>	<b>100</b>

From table 4.21 above, the national secondary head teacher appreciated (77% of the students agreed) students' contribution towards maintenance of discipline more than his colleagues in the provincial schools to whom only 72 percent of the students agreed. Of the three categories of schools, the district secondary school head teachers least appreciated the students' contribution towards maintenance of discipline with only 63 percent agreeing. This trend might have emanated from the different aspirations students attach to their education. Students in national schools are likely to be more interested in making realistic demands than their colleagues in provincial and district schools.

#### 4.7.6 Influence of school category on levels of students' satisfaction on their involvement in maintenance of discipline

The study required students to show how satisfied they were with the way they were involved in maintenance of discipline. This was contained in item number 18 of their questionnaire. Table 4.22 shows their responses.

**Table 4.22**

**Levels of students' satisfaction on their involvement in maintenance of discipline**

<b>Opinion</b>	<b>School category</b>					
	<b>National</b>		<b>Provincial</b>		<b>District</b>	
	No.	percent	No.	percent	No.	Percent
Very satisfied	14	15	31	20	12	12
Satisfied	27	28	66	43	44	45
Dissatisfied	25	26	27	18	24	25
Very dissatisfied	29	31	29	19	17	18
<b>Total</b>	<b>95</b>	<b>100</b>	<b>153</b>	<b>100</b>	<b>97</b>	<b>100</b>

From the table above, most students (63%) from provincial schools were satisfied (very satisfied plus satisfied) with their involvement in the maintenance of discipline. It is possible that in the provincial schools, students got feedback promptly whenever they raised discipline issues. Such a situation makes students trust the school administration as Awuor (2008) found out.

Similarly, most students (57%) in the district school were satisfied (very satisfied plus satisfied) with their involvement in maintenance of discipline. However, a similar percentage (57%) in the national school was dissatisfied (dissatisfied plus very dissatisfied) with the way they were involved in the maintenance of discipline. This dissatisfaction could have come about because of the school administration creating the impression that students' contributions towards maintenance of discipline have always to be improved on before being adopted. This could have made the students to feel that their contributions were less appreciated. However, these findings were positive to the school administrators given that in all the three categories, the appreciation was above 50 percent.

From the foregoing, the category of a school had an influence on students' involvement in maintenance of discipline.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the findings of the study. It consists of the summary of the study, key findings, conclusions, recommendations and suggestions for further study. The summary includes the aim of the study which was the influence of students' involvement in maintenance of discipline, the objectives, the target population, sampling techniques, data collection procedures and data analysis techniques. The findings are a summary of the findings of the study. The conclusion integrates the whole study, the recommendation part proposes the areas where improvements could be made while the area of further study proposes more fields in which studies in line with the topic could be done.

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

The study set out to investigate the influence of students' involvement in maintenance of discipline in public secondary schools in Westlands District, Nairobi County in Kenya. The need for the study was precipitated by the many incidences of student unrest in public secondary schools. The study was carried out in Westlands District, Nairobi County. The objectives included: to identify discipline challenges exhibited by students, establish the causes of discipline challenges among secondary school students in the district, determine ways of involving secondary school students in maintenance of

discipline and to examine whether the category of a school had any influence on the involvement of students in maintenance of discipline.

The study gathered data using questionnaires from students, teachers and head teachers. The instrument was administered through personal visits to the sampled schools. Sampling procedures varying from random to stratified was adopted to select 4 out of 10 schools and 400 students form a population of about 6622. A sample of 40 teachers was randomly picked. Data collected was analysed using descriptive statistics where tabulations and percentages were used.

Among the common discipline challenges exhibited by students in public secondary schools in Westlands District include: theft, cheating in exams, evading exams/assignments, disrespect to teachers, boy-girl relationship, use of mobile phones in school, fighting and drug abuse and sneaking from school. The head teacher and teachers in an attempt to remedy the situation, administer general punishments to the culprits on the spot. They have also empowered prefects in punishing minor indiscipline cases and intensified guidance and counselling services to students. Further, on admission, each student is given a copy of the school rules and regulations which are also put on the notice boards. In some cases, exclusion of students from school is used as a last resort.

Literature review focuses in detail on the previous studies on students' involvement in the maintenance of discipline. The study used William Glasser's Reality therapy Theory which holds that people move away from the norm when their basic needs are not fulfilled. Students have to be listened to by being involved in the maintenance of their own discipline to determine their needs. On research methodology, this study adopted ex post facto design in which 4 head teachers, 40 teachers and 400 students participated. The selection of respondents was done through purposive, random and stratified sampling. Data was collected using questionnaires.

i .

The validity of the research instruments was piloted and pre-tested before they were used in the main study. The reliability of the research instruments was correlated using Pearson's Coefficient Correlation. The questionnaires were pre-tested using the test-retest method whereby the same questionnaires were administered to the same group after an interval of one week. The values were found to be 0.71 for students and 0.84 for teachers. Hence the instruments were reliable.

In addition, the study generated both qualitative as well as quantitative data. Microsoft Excel was used to generate frequencies and percentages and presented as tables, pie charts and bar graphs. The qualitative data was analysed using the descriptive techniques of data analysis.

The findings indicated that the common discipline challenges exhibited by students in public secondary schools in Westlands District include: theft, cheating in exams, evading exams/assignments, disrespect to teachers, fighting, boy-girl relationship, use of mobile phones in the school and drug abuse and sneaking from school. Theft was the most rampant form of discipline challenge with 75 percent of students agreeing about its existence. These results concur with those of Munyasya (2008).

Discipline challenges were caused by students complaining a lot (67%) about meals, class teachers not holding regular class meeting to discuss discipline issues with the students and the head teacher not holding meetings with all students to freely discuss discipline issues. Some students (47%) did not feel free to go for guidance and counselling and this partly contributed towards indiscipline in the schools. The majority of students (72%) felt that the head teacher did not appreciate their(students') contributions in maintenance of discipline.

This study also established that all the schools involved in the research involved students in maintenance of discipline through the use of guidance and counselling. Other forms of student involvement in maintenance of discipline included the use of prefects, holding meetings with the student to discuss discipline matters and by having suggestion boxes. The findings indicated that school administrators involved students more in maintenance of discipline. These findings are in disagreement with what Muchiri (1998) and

Muchelle (1996) found. Their studies established that student involvement in enhancing discipline was very minimal and that the head teachers and teachers were reluctant to involve students more in maintenance of discipline. Perhaps times have changed and more school administrators have seen the need to involve students more in maintenance of discipline.

This study established that the category of a school influenced the involvement of students in maintenance of discipline. Out of the four ways the head teachers used to involve students in maintenance of discipline, only provincial head teachers adopted all of them. Thus, they involved students more in maintenance of discipline more than their colleagues in the district and national schools.

The findings revealed that 36 percent of the students felt that the best way to minimize indiscipline in their schools was to provide more sessions for guidance and counselling. The need to adopt guidance and counselling as a way of involving students in maintenance of discipline is in agreement with the findings of Amukowa (2009), Maingi (2005) and Wandeo (2002). However, 21 percent of the students indicated that there was need to regularly discuss discipline issues with the class teacher. It was also established that the category of a school had an influence on how the students were involved in maintenance of discipline.

### **5.3 Conclusions**

Based on the findings of the study as summarised above, it emerges that, student discipline in Westlands District is not to be maintained by teachers alone. Most students from the four schools involved in this study agreed that there were discipline challenges. The forms of indiscipline include: theft, cheating in exams, evading exams/assignments, disrespect to teachers, fighting, boy-girl relationship, use of mobile phones in the school and drug abuse and sneaking from school.

The findings indicate that incidences of indiscipline were caused by: poor meals, the teachers and head teachers not holding regular meetings with the students to discuss discipline issues, the head teacher not appreciating the students' contributions towards maintenance of discipline and some students being reluctant to go for guidance and counselling.

The students felt that the current indiscipline cases could be minimised by providing more guidance and counselling sessions and holding regular meetings with the teachers and the head teachers to discuss issues of discipline. They also expressed the desire to be involved in the formulation and revision of school rules and regulations. Others also indicated that there was need for the teacher and head teachers to be firmer in enforcing school rules and regulations. The study revealed, however, that the teachers, head teachers and the students considered the level of discipline in their schools as good. Thus, it was necessary to make it very good.

#### **5.4 Recommendations**

From the findings and the conclusions drawn from this study, the researcher recommends that:

- a) Class teachers and head teachers should regularly hold meetings with all students to discuss discipline issues.
- b) The head teacher should appreciate more the contributions of students in the maintenance of discipline. They should not be ignored as they can positively contribute to high discipline standards in a school.
- c) Parents should be encouraged to provide enough basic needs to their school going children to alleviate theft cases in schools.
- d) Students should be trained to understand and appreciate the need for guidance and counselling in their schools.

#### **5.5 Suggestions for further research**

This study aimed at investigating the influence of student involvement in maintenance of discipline in public secondary schools in Westlands District. Given the scope and limitations of this study, the researcher suggests that:

- a) A similar extensive study should be carried out in another area, preferably rural so as to establish a basis for generalization of the findings to all secondary schools in the country.
- b) A comprehensive comparative study should be done between schools which directly involve all the students in maintenance of discipline and those that involve students indirectly through prefects.

- c) A study should be done to determine institutional factors that affect students' involvement in maintenance of discipline.

## REFERENCES

- Amukowa, D. (2009). An investigation of the causes of indiscipline in secondary schools in Tongaren Division of Bungoma North District, Kenya. Unpublished M.Ed project. Nairobi: University of Nairobi.
- Awuor, R.O. (2008). Factors that lead to indiscipline in public secondary schools in Nairobi. Unpublished M.Ed project. Nairobi: University of Nairobi.
- Best, J.W. & Kahn, V.J. (1998). *Research in Education*. Boston: Allyn and Bacon.
- Best, J.W. & Kahn, V.J. (2006). *Research in Education*. Boston: Academic Research Publisher Incorporated.
- Docking, J.W. (1987). *Control and Discipline in Schools: Perspectives and Approaches*. London: Arnold.
- Dull, W.L. (1981). *Supervision: School Leadership Handbook*. Ohio: Bell and Howell Company.
- Fletcher, A. (2004). *Total Infusion: Student Involvement in Decision Making*. New York: The New Press.
- Gekonde, J. (2011). Influence of students' discipline on the schools' performance in Kenya Certificate of Secondary Education in Ruiru District. Unpublished M.Ed project Nairobi: University of Nairobi.
- Glasser, W. (1998). *Choice Theory: a New Psychology of Personal Freedom*. New York: HarperCollins.

- Glasser, W. (2000). *Every Child can Succeed*. New York: HarperCollins.
- Griffins, G. (1994). *School Mastery: Straight Talk about Boarding School Management in Kenya*. Nairobi: Lectern Publications Limited.
- Hanko, F. (2006). *Perspectives in Covenant Education*. Winter and Spring: Georgia.
- Huddleston, R. (2007). *The Special Issue on Commerce and Social Sciences*. 'New York: Centre for promoting Ideas.
- Hurrop, A. (1983). *Behaviour Modification in the Classroom*. New York: Hodder Publishers.
- Jeruto, B.T. & Kiprop, J.C. (2011). Extent of Student Participation in Decision Making in Kenya. *International journal of humanities and social science* Vol. 1 No. 21.
- Kaanangrandson, J.K. (1987). *An Investigation of the Causes and Effects of Strikes in Institutions of Higher Learning in Kenya*. Unpublished P.G.D.E. Project. Nairobi: Kenyatta University.
- Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of Behavioural Research (4<sup>th</sup> ed)*. Fort Worth, TX: Harcourt.
- Kiarie, J.N. (2011). Effects of participatory management practices on secondary school students' discipline in Laikipia West District, Kenya. Unpublished M.Ed project. Nairobi: University of Nairobi.
- Kimarua, E.N. (2010). Influence of Secondary School Principals' Leadership Styles on Students' Unrest in Kigumo District, Kenya. Unpublished M.Ed. Project, University of Nairobi.

- Kindiki, J.N. (2009). Effectiveness of Communication on Students' Discipline in Secondary Schools in Kenya. *Educational Research Review* Vol 5: Moi University.
- Kothari, R.C. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Maingi, M. (2005). Training needs in relation to management of students' discipline in public secondary schools in Meru District, Kenya. Unpublished M.Ed project. Nairobi: University of Nairobi.
- Mbiti, D.M. (2007). *Foundations of Secondary School Administration*. Nairobi: Oxford University Press.
- Ministry of Education (2008). Report of the Task Force on Student Discipline and Unrest in Secondary Schools. Nairobi: Kenyatta Foundation.
- Muchelle, T.P. (1996): Attitude of Secondary School Head Teachers towards the Involvement of Students in School Administration in Vihiga District. Unpublished M.Ed Thesis, University of Nairobi.
- Muchiri, P.W. (1998). A Study of Participatory Processes used by Head Teachers to Enhance Discipline in Public Secondary Schools in Nairobi Province. Unpublished M.Ed. Thesis, University of Nairobi.
- Mugenda, O.M. & Mugenda G.A. (1999). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- Mulusa, J. (1988). Evaluating Education and Community Development Programmes. Deutsche, Stiftung for Internationale Entwicklung and College of Adult and Distance Education, University of Nairobi.

- Munyasya, A. (2008). Factors influencing principals' performance in the maintenance of discipline in public secondary schools in Central Division of Machakos District, Kenya. Unpublished M.Ed project. Nairobi: University of Nairobi.
- Nakpodia, E.D. (2007). *Education Law*. Lagos: Warri Jonakase Publishers Limited.
- Nyaluyaga. Z.M. "Luweero School Closed". *The Monitor* July 28<sup>th</sup> 2010.
- Nyamango, J.A. (1985). Discipline Problems in Secondary Schools. A Case of Aldai-Nandi District. Unpublished P.G.D.E. Project. Nairobi: Kenyatta University.
- Okumbe, J.A. (1998). *Educational Management, Theory and Practice*. Nairobi: University of Nairobi Press.
- Orodho, J.A. (2004). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Nairobi: Masola Publishers.
- Orodho, J. A. (2009/ *Elements of education and Social Science Research Methods*. Nairobi: Karuzja Publishers.
- Republic of Kenya (1976). Report of the National Committee on Educational Objectives and Policies. Nairobi: Government Printers.
- Republic of Kenya (2002). Report of the Task Force of Students' Discipline and Unrest in secondary Schools in Kenya.

- Rodgers, A. (2005). *Student Voice: Bridges to Learning*. Seattle: University of Washington. Retrieved from <http://www.aera.net/publications> on 23<sup>rd</sup> Jan, 2012.
- Searl, W. & Ward, C. (1990). The Predictions of Psychological and Social-Cultural Adjustment during Cross-Cultural Trans-Sections. *Internal Journal of Relations*, Issue 14, pi.
- Vishala, S.M. (2008). *Guidance and Counselling: for Teachers, Parents and Students*. S. Chand and Company Limited. Ram Nagar, New Delhi.
- Wandoo, P.A. (2002). Attitude of head teachers towards corporal punishment as a disciplinary method in public secondary schools in Nairobi Province. Unpublished M.Ed project. Nairobi: University of Nairobi.
- Waithaka, J.M. (1987). Issues in Administration and Management of Educational Personnel and Programmes. Report of the Educational Administration Conference, Nairobi.
- Wiersma, W. & Jurs, S.G. (2005/ *Research Methods in Education* (8<sup>th</sup>ed). New York: Allyn and Bacon Inc.

## **APPENDICES**

### **APPENDIX A: LETTER OF INTRODUCTION**

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

i .

18<sup>th</sup> May, 2012.

Dear respondent,

I am a student at the University of Nairobi carrying out a research on the influence of students' involvement in maintenance of discipline. I kindly request you to assist me by completing the questionnaire provided. I promise that your identity will be treated as confidential and that the data will be used for the purpose of this research only.

Your cooperation will be highly appreciated.

Thank you.

Yours faithfully,

Odisa Alfred Mathews

## APPENDIX B: STUDENTS' QUESTIONNAIRE

This is a questionnaire aimed at helping me collect some information from you. Kindly answer all questions appropriately. Do not write your name.

Kindly answer all the questions by placing a tick ( V ) where appropriate in the spaces provided.

1. What is your gender?    Male[   ]    Female[   ]
2. In which class/form are you^ 1[   ]    2[   ]    3[   ]    4[   ]
3. Are you a prefect? Yes[   ]    No[   ].

The table below has questions to help me collect data from you. Please respond to each question by choosing from these options given. Place a tick ( V ) where appropriate in the spaces provided.

**SA:** Strongly Agree.                      **A;** Agree                      **D;** Disagree.

**SD:** Strongly Disagree.                      **U;** Undecided.

Serial No	Statement	SA	A	D	SD	U
1.	Students in my school cheat in exams					
2.	There are many theft cases in my school					
3.	Students in my school disrespect teachers					
4.	Fighting is common among my school mates					
5.	Drug abuse is a big problem in my school					
6.	It is common here to sneak from school					
7.	My school mates evade exams/ assignments					
8.	We complain a lot about meals in my school					
9.	Our prefects help to maintain discipline					
10.	Our head teacher is strict on maintaining discipline					
11.	We regularly hold class meetings with our class teacher to discuss discipline					
12.	Our head teacher holds meetings with all students to freely discuss discipline issues					
13. V	I feel free to go for guidance and counselling					
14.	Our head teacher appreciates our contributions in maintenance of discipline					

15. Has this school experienced a strike in the last three years? Yes [ ] No [ ]

16. If yes, what were the students' complaints about?

Meals [ ] Academics [ ] Prefects [ ]

Sports [ ] Teachers [ ] Head teacher [ ]

17. What do you think can be done to minimize indiscipline cases? Use numerals 1-6 as per your preference instead of the (V) in the space provided.

- i. Provide more sessions for guidance and counselling. [ ]
- ii. Regularly discuss discipline in class meetings with the class teacher [ ]
- iii. The head teacher to discuss discipline issues with all students more regularly. [ ]
- iv. The teachers to be firmer in enforcing discipline. [ ]
- v. The head teacher to be firmer in enforcing discipline. [ ]
- vi. Involve students in formulation and revision of school rules. [ ]

18. Are you satisfied with the way the students are involved in maintenance of discipline in your school?

Very satisfied [ ] Satisfied [ ] Dissatisfied [ ] Very dissatisfied [ ]

19. How would you rate the level of discipline in this school?

Very bad [ ] Bad [ ] Good [ ] Very good [ ] Excellent [ ]

Thank you.

## APPENDIX C: HEAD TEACHERS' QUESTIONNAIRE

### Instructions

Please answer each question appropriately and as truthfully as possible. Your identity will be confidential and the responses will be used by the researcher for the purpose of this study only. Place a tick (V ) where appropriate in the spaces provided.

1. For how long have you been a head teacher?

1-5 years [ ]    6-10 years [ ]    11-15 years [ ]    over 16 years [ ]

i

2. Has this school experienced a strike in the last three years?

Yes [ ]

No [ ]

3. If yes, what was the cause?

4. What are some of the discipline challenges you encounter from students?

i)

ii)

iii)

iv)

5. What do you usually do to sort out students' complaints? Begin with the most common way to the least common way.
  - i)
  - ii)
  - iii)
6. How do you involve students in maintaining discipline?
  - i)
  - ii)
  - iii)
7. What are some of the ways you use to maintain student discipline?
  - i) ..
  - ii) \_
  - iii)
  - iv)
8. On average, how many discipline cases does your disciplinary committee handle in a term? 1-5 [ ] 6-10 [ ] more than 10 [ ]
9. Do you think your students constructively contribute towards maintenance of school discipline? Yes [ ] No [ ]
10. How often do you meet prefects to discuss discipline issues?
 

Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]
11. How would you rate the level of discipline in this school?
 

,Very bad [ ] Bad [ ] Good [ ] Very good [ ] Excellent [ ]

12. In your view, how best can students be involved in maintenance of discipline?

Thank you.

## APPENDIX D: TEACHERS' QUESTIONNAIRE

### Instructions

Please answer each question appropriately and as truthfully as possible. Your identity will be confidential and the responses will be used by the researcher for the purpose of this study only. Place a tick ( V ) where appropriate in the spaces provided.

1. How often do you experience students' misbehaviour?

Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]

2. How do you enforce discipline in your school?

i)

ii)

Hi)

iv)

3. How would you rate the level of discipline in this school?

Very bad [ ] Bad [ ] Good [ ] Very good [ ] Excellent [ ]

4. Do you involve students in maintenance of discipline? Yes [ ] No [ ]

5. If yes, how do you involve them?

i)

ii)

iii)


J v )

6. How often do class teachers hold class meetings to discuss disciplinary issues? Daily [ ] Occasionally [ ] Rarely [ ] Never [ ]
7. How often does your head teacher meet students to discuss disciplinary issues? Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]
8. How often does your head teacher meet prefects to discuss discipline issues? Very often [ ] Often [ ] Rarely [ ] Very rarely [ ]
9. Do you think your students constructively contribute towards maintenance of school discipline? Yes [ ] No [ ]
10. In your view, how best can students be involved in maintenance of discipline?..

i .

Thank you.

## APPENDIX E: RESEARCH PERMIT

PAGE 2		PAGE 3	
<b>THIS IS TO CERTIFY THAT:</b> <b>Prof./Dr.</b> <b>Alfred</b> <b>or</b> <b>University of Nairobi</b>		<b>Research Permit No.</b> <b>NCST/RCD/14/012/525</b> <b>Date of issue</b> <b>18<sup>th</sup> May, 2012</b> <b>KSH. 1,000</b>	
<b>Location</b> <b>District</b> <b>Province</b> <b>Nairobi</b>			
<b>on the topic:</b> <b>Influence of student's</b> <b>Involvement in maintenance of discipline</b> <b>in public secondary schools in Wunduchi</b> <b>District, Nairobi County, Kenya.</b>		<b>Signature</b> <b>Alfred O. Nnira</b>	
<b>for a period ending:</b> <b>31 July, 2012.</b>		<b>Signature</b> <b>Alfred O. Nnira</b>	

## APPENDIX F: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 22194^0

rs T 3 , r 3 , 7

When replying please quote  
McreUry@ncst.go.ke

OurRef: NCST/RCD/14/012/525

Alfred Mathews Odisa  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

» O TM , 0 o

Webs,te: www.ncstgo.ke

Date: 18" May 2012

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of students' involvement in maintenance of discipline in public secondary schools in Westlands District, Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **31" July 2012**.

You are advised to report to the **Provincial Commissioner and the Provincial Director of Education, Nairobi Province** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTICIW HSC.**

**DEPUTY COUNCIL SECRETARY**

Copy to:

\*

• •

\* g j V

The Provincial Commissioner  
The Provincial Director of Education  
Nairobi Province.

*"The national Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."*