

**INFLUENCE OF HEADTEACHERS' STUDENT MANAGEMENT
PRINCIPLES ON STUDENTS' WELL-BEING IN SECONDARY
SCHOOLS IN KISII SOUTH DISTRICT, KENYA**

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DECLARATION

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

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This project is dedicated to my beloved husband George Osoro, our Son Neville Mogire, our lovely daughter Georgina Moraa and our beloved parents Joseph Maore and Wilkister Kwamboka.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
BOM	Board of Management
CCROSS	Centre for conflict Resolution in schools
DTS	Development and Training Services
GATT	General Agreement on Tariffs and Trade
G/CD	Guidance and Counselling Department
GOK	Government of Kenya
HOD	Head of Department
ILO	International Labour Organization
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
NACOSTI	National Council for Science, Technology and Innovation
NAME	National Association for Mediation in Education
NSSC	National Secondary Schools Council
ROK	Republic of Kenya
TSC	Teachers Service Commission
TV	Television
UIIEP	UNESCO International Institute for Educational planning

ABSTRACT

This study was to establish the influence of head teachers' student management principles on students' well-being in secondary schools in Kisii South District, in Kisii County, Kenya. The objectives of the study were to ascertain how the provision of guidance and counselling services by head teachers influence the students' well-being in selected public secondary schools, to determine the extent to which provision of students' safety by head teachers influence the students' well-being, to determine the extent to which provision of recreational facilities by head teachers influence students' well-being and to determine the extent to which the head teachers' governance influence the students' well-being in public secondary schools in Kisii South District, Kisii County. The study targeted all public secondary head teachers, teachers and students in Kisii South District. This population was involved in the study as it is directly involved in the implementation of the students' well-being in schools. The target population was therefore 5439. Sample size selection was done according to (Mugenda & Mugenda, 2003). The sample size comprised of 10 public secondary schools, 10 head teachers, 49 teachers and 1564 students from Kisii South District. Public secondary schools were classified into three educational zones from which proportionate random sampling was used to select a total of 31 schools to participate in the study. The questionnaire was piloted in Kisii Central district a neighbouring district and split –half method was used with the aim of assessing the reliability while validity of the research instruments was done through the expert advice of the supervisors. The findings of the study on guidance and counselling indicated that head teachers, teachers and students agreed that there was provision of guidance and counselling. Head teachers ensured that there was continuous provision of guidance and counselling in their schools and they selected teachers to head the guidance and counselling department. This was done according to their management principles hence influencing students' well-being. The findings also indicated that to a greater extent there was provision of students' safety and recreational facilities by head teachers which in turn influenced the students' well-being. Finally on governance, the study indicated that students' council was in existence and also students were involved in planning, designing, and implementation of school rules and regulation. This study, however established that most of these services have not been offered fully in public secondary schools. Head teachers have faced various challenges in trying to have these services in their schools. These challenges included inactive student councils, poor delegation of school duties to teachers, lack of disciplinary committees in schools, lack of involvement of parents in the well-being issues of their children in schools, students not well involved in the formulation of school rules, lack of enough teachers, lack of guidance and counselling personnel and resources and generally lack of funds to put in place facilities and employ adequate personnel for the proper implementation of the students' well-being services. However the study recommends that Guidance and counselling department in Schools should often invite young mentors for counselling and guest speakers as well as

improving the counselling committee to include parents, BOM representatives and other stakeholders at all times of the term to maintain the tempo of well-being services in schools, head teachers should improve on their leadership in the schools to appreciate the importance of dialogue and democratic approaches in ensuring students well-being. MoE and TSC should ensure that best behaviours and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools .Finally it should be noted that the school environment should be busy, and an active place in which the students and teachers know that they are on the same side, working together to achieve something worthwhile.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The concept of student services affair profession is a relatively new phenomenon (Global Education Database 2000 (GED) 2000). Until the early part of nineteenth century, the teaching faculty and a few clerical assistants handled the few non-instructional functions for students for example accommodation, food services, student discipline, advice and some other activities.

Schooling is one experience that most children worldwide have in common and the most common means by which societies prepare their young ones for the future. On any given day, more than a billion children are in primary or secondary school: 689 million in primary school and 513 million in secondary school. They are in permanent or temporary buildings, in tents or under trees-sharing the experience of learning, developing their potential and enriching their lives (United Children's Education Fund (UNICEF), 2009). It is noted that students spend most of their time in schools, which in turn influences how they learn depending to what extend their welfare is being catered for (Earthman, 2004).

According to Manju and Mishra (2007) the objective of student well-being activities is to promote use of students' talents by increasing their participation and performance in all spheres. The underlying principle is to

make the students exploit their talents and develop their skills ungrudgingly in a genuine spirit of co-operation, in return for obligations either voluntary or compulsory as accepted by the school fraternity towards their general well-being. Improving the efficiency is another objective of students' well-being activities. Efficiency gives double reward: - in the form of increasing performance and skills for the well-being of the students in future. As well-being activities add to students' efficiency, they in turn help them to improve on their academic achievement. Therefore, well-being activities in schools are twice blessed. They help both the school and the students (Republic of Kenya (RoK), 2008).

Kenya invests heavily in education of her citizens and especially in the provision of basic education. According to Kenya vision 2030 launched in 2007 the country hopes to achieve quality education, training and research for the well-being of her citizens (Magana, 2009).

Provision of quality education require physical facilities such as classrooms laboratories, human resource in form of teachers and support staff which are required based on availability of financial resources in schools. This makes financial resources to be key resource in education provision (Mbatia, 2004)

Huddleston (2007) suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders like playgrounds, toilets and lockers.

Aggrawal (2004) adds that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision-making, it however confines student involvement in decision making to specific areas of school life.

Huddleston (2007) defining the limits of student participation in this way is however, not only likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning (about the nature of schooling and the education system as well as in different forms of public decision-making).

According to UNICEF (2006), learning is at the heart of schooling and anything that facilitates learning should be at core of school design. It is obvious that a child whose well-being is taken care of learn better than one who is neglected particularly those vulnerable to illness in hostile environments. So schools should design programs that allow students to be at their best.

In a school setting, there are a number of well-being services that are provided to the students that enables them to realize their aspirations and anticipation in schooling. One of the fundamental services that are offered to students is learning. School grounds form an integrated, holistic unity with school

buildings and their users, trees are vital for filtering sun, dust and noise and for beautifying the school (UNICEF, 2006). Indigenous trees, shrubs and flowers should be planted in the school compound along with edible plants meant to teach students food production and conservation. Trees also have a softening and calming effect on the learning environment and its users.

Thus, landscaping is a good way of planning in order to realize its full potential amongst the students and the whole staff. Equally, playgrounds provide a great source of exercise and a place where students can socialize, play creatively and test their skills. This contributes to a healthy and active lifestyle. However, injuries are often thought as a normal part of playground. While minor injuries like bumps and bruises will happen, some injuries are more serious and can prevent a child from getting the most of healthy physical activities.

According to the Safe Kids Canada (2009), “Each year about 2500 children aged 14 and under must stay in the hospital because they are badly hurt from falls on the playgrounds”. It has been found out about 4 out of 5 hospitalizations for playground injuries are a result of broken bones. About 14% are the result of head injuries while the remaining are for injuries such as dislocations and open wounds. Head injuries are some of the most serious injuries that can occur on the playground. This data shows there are too common phenomena in the school playgrounds and in most cases, attention is not given in as much as it should. This is an indication how unsafe

playgrounds can be. Hence, there exists a necessity of designing of the playgrounds in order to cater for the health and safety of the learners.

Magadla (2007) suggests that students should fully participate in decision-making. Njozela (1998) concurs that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, 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, but, however if it is not categorized, one should expect students to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules & regulations, rewards and sanctions, curriculum, teaching and learning, management and development planning.

It is evident that healthy children learn better than sickling's and given that many institutions in Kenya, are for the greater part of the year, home to the majority of the students there is need for all the schools in Kenya to maintain a safe secure and caring environment that fosters teaching and learning (RoK, 2008). This incorporates and outlines key components that includes clean and well maintained classrooms, dormitories, offices, kitchens, toilets and physical facilities. Equally, one of the guidelines provided in this safety standard is that in areas that are prone to thunderstorms and lightning, school authorities should install lightning arrestors.

According to Mutie and Ndambuki (2004), counselling is a process by which a person who has an issue is helped to identify, explore and examine alternative courses of actions and their possible consequences. Such people are also helped to come up with solutions to their problems. Counselling is aimed at enabling the client to achieve better personal adjustment, growth and maturity by learning to use own resources and by developing and exploiting individual potential fully.

Counselling may also be defined as a learning-oriented process; occurring in an interactive relationship with the aim of helping the person learn more about the self; to be an understanding and effective member of society. Counselling denotes a relationship between a counsellor and a client. It is designed to help the latter to understand and clarify views in their life span; to learn to reach self-determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature. Further, according to the Kenya Institute of Curriculum Development (KICD), counselling requires the counsellor to use some specific skills and techniques (KICD, 2004).

Another important aspect is that the helping process aims at making the client more competent, more contented and more creative. It therefore means when students are stuck in their life, they need counselling to help them come to a level of self-understanding so that they respond to the challenges they are facing with less fear and anxiety. The objectives of counselling are broad and vary within the situation, environment and training. The basic objectives of

counselling include; to assist students gain insight into the origin and the development of emotional difficulties so as to take rational control of their feelings and actions, change maladaptive behavior, to help students move towards fulfilling their potential and lastly to provide students with skills, awareness and knowledge this will enable them to confront their social inadequacies (KICD, 2004).

Educational management in public secondary schools involves the application of management principles in designing, developing and affecting, resources towards achievement of educational goals. Today, the demand for effective management of schools is rapidly taking centre stage more than ever the world over for example, our secondary schools and the fight for human rights as stated in the constitution of Kenya 2010. The head teacher as a chief executive needs to appreciate and recognize that results can be obtained through people. This entails giving close attention to how individuals can be motivated and establish a work environment that will help to ensure that, individuals deliver results in accordance with the expectations of the management.

The government of Kenya has undertaken many reforms in the education sector in the past years to address the issues related to quality education. The most important resource of a school is achieving its purpose in the knowledge and skills of its teachers and the most important is maintaining and improving that resource in school, is a career and profession development process for teachers to their students' well-being. Therefore, the strive to remove constraints that prevent successful performance of this management tasks.

Apparently, no studies have been carried out in Kisii South District seeking to determine the influence of head teachers' student management principles on student well-being services. It is for this reason that this research is carried out.

1.2 Statement of the problem

In Kenya more often than not students were not involved in the selection of prefects but were imposed on them by school administration (RoK, 2001). School rules are undemocratic, vague and oppressive and are sometimes applied selectively (RoK, 2001). Rules are as good as the people who implement them this in turn influence the well-being of students in secondary schools. In training of school administrators the colleges train teachers on management principles, the question is how well do they use these principles and how do they influence the provision of well-being services. This study therefore sought to find out how head teachers in Kisii South district schools have successfully implemented well-being services to the students. The successful implementation of students' well-being guidelines depends on the head teachers and on how well the students/pupils are sensitized as well as the establishment of good communication channels between the administration, the students and the teachers. The study looked into the role of head teachers' student management principles on provision of well-being services in public secondary schools in Kisii South district in order to foster a peaceful, secure, consultative and caring environment that promotes quality teaching and/or learning processes.

1.3 Purpose of the study

The main purpose of this study was to investigate the influence of head teachers' student management principles on student well-being in secondary schools in Kisii South District, Kenya

1.4 Objectives of the study

The study was guided by the following objectives:-

- i) To ascertain how the provision of guidance and counselling services by head teachers influence the students' well-being in public secondary schools.
- ii) To determine the extent to which provision of students' safety by head teachers influence the students' well-being in public secondary schools.
- iii) To determine the extent to which provision of recreational facilities by head teachers influence students' well-being in public secondary schools.
- iv) To determine the extent to which the head teachers' governance influence the students' well-being in public secondary schools

1.5 Research questions

The study was guided by the following research questions:-

- i) To what extent does provision and management of guidance and counselling influence the students' well-being in public secondary schools?
- ii) To what extent does provision of students' safety by head teacher influence the students' well-being in public secondary schools?

iii) To what extent do head teachers influence the maintenance and usage of recreational facilities in the students' well-being in the public secondary schools?

iv) What is the influence of head teachers' governance on the students' well-being in public secondary schools?

1.6 Significance of the study

Ministry of education (MoE), Board of Management (BOM), head teachers, and other educational stakeholders may use the findings of the study to determine the influence of head teachers' student management principles on student well-being in different secondary schools and look for amicable ways of alleviating them. The study findings may also be useful in providing an insight and implication on students' issues surrounding the various well-being services available. The findings of the study further showed how the well-being services were used to promote the students' achievement in schools. This would in turn inform and guide the policy makers, the government and other relevant stakeholders on formulating policies and strategies that may lead to improved students' achievement. The District Education office can also use the findings of this study to guide the head teachers on how to deal with management of student well-being services. The study findings would provide useful information that Kenya Education Management Institute and Teachers' Training Colleges can use for in-service and teachers training on the management of student well-being services. Finally, the study findings added more literature to the existing body of knowledge in which scholars

will benefit from the study findings by carrying out further research on students well-being services that took up effective steps to build up a strong students' achievement in the country.

1.7 Limitations of the study

The researcher was not able to get full information from the head teachers since the information sought was sensitive and personal to head teachers therefore they were unwilling to divulge the full information. The researcher was also not able to control the attitudes of the respondents as they responded to the instruments and this led to biasness. Finally the researcher covered only one district not the whole country and therefore the findings can only be generalized to other areas of the country with caution.

1.8 Delimitations of the study

Delimitations are the boundaries of the study in terms of content and the geographical spread. The study only covered public secondary schools in Kisii South District because private schools have different ways in which they carry out their activities compared to public schools. Respondents were the principals, teachers and students found in Kisii South District from rural, semi-rural and urban areas those currently in service.

1.9 Basic assumptions

This study held the assumption that:

- i) The head teachers are conversant with their roles as provided for in the Basic Education Act of 2013, which provides for a child friendly learning environment.
- ii) The students are aware of their well-being services that should be provided for by teachers and head teachers.
- iii) The head teachers, Teachers, Board of Management (BOM), Parents cooperate in provision of well-being services.

1.10 Definition of significant terms

A safe school is a place where the business of education can be transacted and or conducted in a welcoming environment free of intimidation, violence and fear. Such a setting provides an educational climate that fosters a spirit of acceptance and care of every child.

Head teachers' student management is part of the head teachers' administrative tasks under personnel management. This deals with the head teachers' way of guiding and the provision of emotional, physical and psychological needs to the students

Learner-friendly environment refers to an environment in which students benefit not only from their own learning but also from others whose needs are taken into consideration.

Management principles refer to the guidelines for the decisions and actions of managers.

Social Security Measures refers to measures that will ensure the protection by school community to the students.

Statutory Services refers to those services provided to students as required under the existing law.

Students' Barazas refers to an open forum where students, teachers and administration are engaged in mutual deliberations without fear of intimidation and victimization.

Student Council refers to a representative structure for students only, through which they can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students.

Student participation in decision making refers to the work of students' representative bodies - such as school councils, student parliaments and the prefectural body.

Student well-being refers to the general health and sustenance of students which can be emotional, physical or psychological. This refers to policies and practices, facilities like classrooms, water, sanitation, and services for example safety, physical and psycho-social health.

1.11 Organization of the study

The study was organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, and definition of significant terms and organization of the study. Chapter two deals with the literature review with the introduction, head teachers' management principles and

provision of guidance and counselling services to the students' well-being, head teachers' provision of students safety and students' well-being, head teachers' provision of recreational facilities and the students' well-being and head teachers' governance on students' well-being in public secondary schools, the theoretical frame-work, conceptual frame-work and the literature gaps. Chapter three is research methodology which has an introduction, research design, target population, sample size, sampling procedures, research instruments, piloting of instruments, validity and reliability of instruments and data collection procedures, data analysis techniques, ethical considerations and operational definition of variables. Chapter four consists of data analysis presentation and interpretation of findings while chapter five contains the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered a systematic identification, location and analysis of the previous studies related to the influence of head teachers' student management principles on student well-being in secondary schools. This review was organized under the following sub headings, Head teachers' management and provision of guidance and counselling services to the students' well-being in public secondary schools, Head teachers' provision of student's safety and students' well-being, Head teachers' provision of recreational facilities and the students' well-being, and Head teachers' governance on students' well-being in public secondary schools.

2.2 Concept of management principles

Management is the act of getting people together to accomplish desired goals and objectives using available resources effectively. Management principles are the guidelines for the decision and actions of managers who in our case is the head teacher in a secondary school. A head teacher performs the following administrative tasks that are curriculum development and management, the school physical plant, financial management, community and personnel. Under personnel there is staff management and student management. The review was based on student management.

According to Thurania (2000), without students there would be no education. The students themselves by virtue of their attitudes, hard work, discipline, habits and educational culture greatly influence performance. Peer pressure among students is a factor, which influence management of student well-being services. Students often measure themselves with peers. Many would be successful learners been enticed and misled by their peers through falling into bad habits, absenting themselves from school and becoming lazy.

Mworia (1993) opines that the adolescence subculture was exerting pressure on students' academic performance. Students who are not hardworking would influence ones with good academic performance, hence, student well-being services is affected generally. Student personnel services are to keep them healthy and motivate them to learn. They include administering admission and attendance services, organising classes, maintaining student records, reporting student progress, guidance and counselling, maintaining student discipline and supervising student's activities, such as sports and health services.

2.3 Head teachers' provision of Guidance and Counselling services to the students' well-being

The head teachers need to come up with ways and means of keeping these children in school and giving them the necessary moral, material and psychological support. Guidance and Counselling as a series of developmental processes that embark upon to assist an individual to understand, accept and utilize his or her abilities and capabilities maximally, make informed

decisions and solve his or her own problems himself or herself. Based on this definition, the following implications were drawn with emphasis on the maximum development of the individual emotionally, mentally, morally and spiritually: Guidance services such as orientation, individual appraisal, information, placement, referral, follow-up and research services should be made available to all secondary school students.

Odediran (1995) noted that guidance services should also be rendered on a continuous basis because as a person grows up, his needs, interest, goals, aspirations and plans may also change. It is also stated by the authors that guidance services are not based on intellectual development alone, rather it is based on the total development of mental, vocational, emotional and personal social aspects of an individual. Also, consultation services should be extended to principals, teachers, parents and the community to coordinate the activities of the students for remediation of educational deficiencies.

Counsellors could confront client on his weak point and encourage him or her to change his/her attitudes or develop desirable behaviour with the application of some behaviour modification techniques like assertive training, peer cluster involvement, accurate education and contingent contracting noted (Omoegun, 2002).

Kombo (2006) stated that the head teachers and staff must realize that students have problems related to emotional and behavioural changes and must strive to address these through regular and open communication. Guidance and Counselling should, therefore, be an integral part of and should

permeate all activities in the school. Nsubuga (2009) also pointed out, the teacher as a counsellor should try to promote more adaptive behaviour in students and make them better to solve future problems more independently and effectively. Arudo (2008) observed that majority of students in schools are capable and have unique abilities and talents in different areas of learning. However, most of their potentials remain dormant and unrealized mainly due to lack of proper counselling, motivation, role modelling and professional talents. It is therefore vital for the teacher counsellor to be available in providing this professional assistance for the students to discover and explore their abilities to the fullest.

School head teacher by virtue of his/her position is responsible to the guidance and counselling programme in the school (KIE, 2004). In essence he/she is the chief counsellor because by the nature of his appointment it requires that he or she assumes the responsibility of counselling the whole school. The staff and the school community look upon the head teacher for counselling on all matters pertaining to the well-being of the school. The success and effectiveness of counselling programme, depends mainly upon the head teacher. His/her encouragement and commitment is essential to the success of the programme.

The Republic of Kenya (1964) report of Kenya Education Commission on reforming colonial education recommended that children be given courses on education and training best suited to their needs, counselling to be provided on careers and opening for employment and as a result the Ministry of Education

in 1971 established a Guidance and counselling unit at the inspectorate Headquarters. The Republic of Kenya (1976) report of National Committee on Educational Objective and Policies recommended that all teachers should participate in guidance and counselling as part of their normal duties.

The Republic of Kenya (1998) report of guidance and counselling emphasized that counselling should assist students to appreciate their role as workers and also develop right attitudes towards discipline and management of time, guidance and counselling should be decentralized from the Ministry Headquarters to the district level, and that the KICD was to be given the responsibility of developing suitable and relevant guidance and counselling syllabus and finally, the Teachers Service Commission was to appoint senior teacher to be responsible for the guidance and counselling programmes in the schools. However, counselling services in these institutions are not fully functional (Mungai, 2004).

Kathuru (2004) observed that Kenyatta University through the department of Psychology offers guidance and counselling course up to the degree level. In the recent past more chances have been created through the introduction of the open learning system at Kenyatta University and Extra-Mural Studies at the University of Nairobi. Guidance and Counselling is now a compulsory unit for all teachers undergoing training in colleges and at the University level, the Kenya Institute of Education is responsible for developing relevant resource materials suitable for facilitation of guidance and counselling in schools while

the Teacher's Service Commission is involved in the appointment of teacher counsellors as Heads of Departments.

However, those schools that have not received Teachers Service Commission appointed teacher-counsellors have taken their own initiative and put in place internal appointees to be in charge. Despite the above efforts the state of counselling in Kenyan secondary schools is far from being adequate. This situation is made worse by the fact that majority of students are faced with numerous crises ranging from human sexuality, peer pressure, drug abuse, negative media influence. In order to adequately and effectively address these crises; each school should establish a functional guidance and counselling department where students are properly assisted (Kathuru, 2004).

The government of Kenya recommended that the MOEST establishes a strong guidance and counselling division within the school that will coordinate all the student issues having the relevant personnel and resources to facilitate its functions (RoK, 2001). However it cannot be established how follow up and other guidance and counselling services cannot be done since the implementers are teachers who have normal class lessons to teach and other responsibilities. The head teacher only delegates the duties of guidance and counselling and waits for paperwork hence the need to employ fully responsible trained personnel for guidance and counselling services, which can also be a tall order because of funding.

2.4 Head teachers' provision of students safety and students' well- being

Maslow hierarchy of needs stated that human beings, students included, have five hierarchies of need for them to survive. Self-needs which are needs for protection against danger and job protection. Social needs are for love, affection and acceptance of belonging to the given group and esteem needs which helps one to have a stable, firmly- based and high evaluation of oneself and to have respect for others. Finally, there is self-actualization (self-fulfillment) which is the need to develop potentials and skills. Achievement in terms of good academic grades and maximum development of skills and talents satisfies all the above human needs. If the grades are low, then the students will be discouraged and may lead to laxity resulting to absenteeism.

According to the United Nations International Children's Emergency Fund (UNICEF, 2010), getting the students into classrooms is only half the challenge. The other half is in meeting all their learning needs as well as giving them individualized attention. They further observe that classrooms are diverse in terms of the types of children who are being taught and the ways in which they learn. New research indicates that the way students learn is influenced by hereditary factors, experience, environment and personalities. Consequently, there is need to use a variety of teaching methods and activities that will meet the students' different learning needs. Given the right conditions, all students can learn effectively especially when they "learn by doing" which is referred to as participatory learning. This enables the learner to gain children to get new information through different activities and

teaching methods. These activities are often linked to student's practical experiences in every day's life.

Entwistle (1990), observed that a well desired educational facility is one that effectively meets the present educational and social needs of its occupants. In addition, such a facility should meet statutory regulations and other agreed health and social agreed health and safety equipment as well as adequate security against unauthorized access. Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting and inadequate ventilation with unhealthy and insecure educational environments have all been too common a phenomenon the world over.

Another important well-being service is the provision of violent free environment. School safety is a fundamental and indispensable component of teaching and learning processes. The report highlights incidents ranging from minor discipline problems such disobedience and dangerous actions in form of physical threats, bullying, vandalism and gang related activities. Day and Golench (1997) reiterated that school violence affects the entire students' body, the staff and the community as a whole. The safety manual further noted that violence in schools takes the form of teacher-on- learner and learner-on-learner violence. Teacher-on-learner's violence takes the form of physical violence such as corporal punishment, sexual assault, twisting or pulling of ears, slapping and pushing. Some teachers also emotionally abuse their learners through verbal abuse and harassment, taunts and belittling.

These abuses and harassments affect the learners' ego and self-esteem. On the other hand, learner –on –learner violence is often characterized by physical attacks, sexual assault and bullying of which are all illegal. Finally, Day and Golench,(1997) while commenting on survey of teachers in Canada reported that the students in one way or the other had subjected 47% of the teachers in Manitoba to abuse .They noted that “school managers have the responsibility to ensure the school environment is conducive to learning” .This can be possible through establishment of clear rules and procedures.

Often in a rural setting, the school will need to be physically separated from the rest of the community in order to create a child–friendly space and maintain that space differently from the rest of the environment. The fence and the gates are also important to protect the property during non-school hours. In case of school gardens, the fence protects the gardens from pilferage and animal pests. Therefore, planning should take into consideration the need for and type of fencing around a school. According to Mackenzi (2010) a health school's environment refers to a physical environment that is conducive to learning and a psycho-social environment that supports individual and family differences and promotes a personal growth, wellness, health relationships and nurturing of one's talents and skills.

Schools should be safe and secure haven for all students, teachers and the staff members in order to have an environment which is conducive for teaching/learning processes. Makenzi (2010) noted that schools should work closely with parents to prevent bullying, harassment and violence, which is

done by informing and consulting with them on relevant issues especially when their children become involved in incidents either as perpetrators, victims or both. Parent participation is a key component of child protection.

Gakuru (1982) found out that availability of physical facilities is an important aspect in learning process. He further indicated that if children are crowded in their seating positions they would find it difficult to write. Teachers also cannot move freely in the classrooms and thus means that the teacher can neither help the needy children nor mark the students work as they continue working.

Eshiwani (1983) confirmed this by stating that one's environment is very important when studying. The safety standard manual (2008) maintains that a safe, secure and caring environment is that which fosters teaching and learning. It sets out the standards and guidelines and incorporates safety on school grounds, physical infrastructure, health and hygiene, school environment, food safety, safety against drug and substance abuse, safe teaching and learning environment, social cultural environment, safety against child abuse.

In this regard concerted efforts should be done in order to provide the safety of the students, the head teacher may provide the necessary environment in school but in Kisii South, where most schools are mixed day public schools need to provide the same even at home. This will ensure safety in all environments that is at school and at home.

2.5 Head teachers' provision of recreational facilities and the students'

well-being

The ILO recommendation on welfare facilities adopted in 2001 urged the member states to take appropriate measures in the provision of recreational facilities for their workers (students). The importance of recreation in creating a healthy climate for school peace and progress has been emphasized by several study team committees and commissions (RoK, 2007). Recreation in the form of music, art, theatre, sports and games can play an important role in the mental and physical development of students.

Community involvement in the well-being issues of students. School-community relations focus on how school learners and staff are viewed and treated by members of communities within which are located and vice-versa. Members of the communities include parents /guardians with children enrolled in the schools and other community members who may not have children in the catchment schools. UNICEF, (2006) observed that how the child-friendly schools link their communities is critical. Schools are communities into themselves and child-friendly in particular promote a strong sense of community. But schools do not exist in isolation. They reside within the communities they serve must cultivate relationships with them. The role of this relation is to create and maintain a positive and welcoming school climate free of drugs, violence, intimidation and fear—an environment strongly supported by the community in which teachers can teach and students learn.

Equally, Habel Amolo, chief Librarian of Aga Khan Academy Library in Mombasa, under the same title, comments that students should be taught how to use the library services in their study as well as how to present their work through a weekly programme. This eventually enables them to know how to research, communicate and present one's work in a manner that does not look as if it was copied and pasted. However, he stresses that the material from the internet should be filtered from harmful sites by the institution's Information Technology department. This makes a library is a home; even if you feel lonely, the books, couches, internet support staff and entertainment keep them (students') company. Finally Simon Otieno ,the school's Senior Principal advised other head teachers to make libraries important learning tools to improve performance as they are institution's heartbeat and so the need to invest a lot in them (Daily Nation 3rd October 4, 2012).

The provision of recreational facilities amid the performance of public secondary schools in Kisii South District is critical and further expensive to undertake, most head teachers are torn between the two and go for the cheap one and the most rewarding, the results. This however compromises the provision of recreational facilities which are further strangled by the scarcity of land.

2.6 Head teachers' governance on students' well-being in public secondary schools

The head teacher is responsible and accountable for the implementation of students' well-being issues and compliance with all relevant legislation in every area and activity within the school. Armstrong (2006) noted that well-being services cannot increase individual productivity, but can help to minimize decreases. Herzberg's two-factor model has placed welfare among the hygiene factors. Fredrick Herzberg two factor theory of motivation states that there are two sets of factors which affect the satisfaction or dissatisfaction of employees (students). These are the maintenance and motivational factors. The maintenance factors include good grades, status and personal life. Student well-being services can be used to improve the reputation or image of an institution and thereby assist in the retention of the students in the institution. This will improve the institution's image which can be used to provide secure, peaceful environment for students to learn and stimulate social, spiritual and academic development.

Huddleston (2007) suggested that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders like playgrounds, toilets and lockers.

Effective involvement, it has been said, would go beyond student comment on aspects of their lives, which are seen as safe or without significant impact on

the work of adults in the school, embedded at classroom level, at institutional level and at the interface between local, national and international community's (Fielding, 2003). There are very few aspects of school life and decision-making in which, principal at least, school students cannot be meaningfully involved – depending upon their age and experience hence the need to examine the third level of student involvement in decision-making.

Student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision-making, it however confines student involvement in decision making to specific areas of school life.

Huddleston (2007) Defined the limits of student participation in this way is however, not only likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning (about the nature of schooling and the education system as well as in different forms of public decision-making.

According to (General Agreement on Tariffs and Trade (GATT), 2005) a student, who holds a central place in the school, is often forgotten or taken for granted in the whole issue of dealing with their welfare. GATT (2005) further said that schools should ensure that there are formal mechanisms in place to

allow all students to regularly share their views and to participate in decision-making on matters which affect them directly.

It is agreed among education researchers and practitioners that the head teacher is the single most influential factor on the success of a secondary school. One of his/her qualities is being knowledgeable on the instruments used in the management of education amongst them being the implementation of students' well-being (RoK, 2001). Head teachers should cultivate a democratic a participatory environment in the school and encourage regular "BARAZAS" where teachers and students are encouraged to express views and grievances and where the school administration can get an opportunity to expound on policies (RoK, 2001).

The school council is a democratically elected group of students whose main objective is to represent their views and opinions on a variety of issues and to be a forum for active and constructive student input into the daily life of the school community (RoK, 2001). They assist principals in: - adopting educational goals for the school that are consistent with local educational policies and state wide student performance standards, identifying the educational needs of students and formulating a school improvement plan. School Council benefits the whole school, students and adults, as it gives opportunities for them to communicate their feelings and opinions to teachers and support staff as well as influencing decisions that are made. This enables them to become partners in their own education.

Thus schools should develop criteria known to all concerned on the appointment of prefects which include students who are academically above average, honest, fair, respectful, obedient, firm and consistent; active in co-curricular activities and those that exhibit qualities. RoK (2001) recommends that periodic consultative meetings be held between prefects, teachers and the school administration and the minutes be held at BOM meeting.

Where students are not involved in the formulation of school rules, there is lack of ownership resulting in resentment and ultimately open defiance. School rules should be reviewed from time to time and students be involved in their formulation. The draft school rules be presented in open forum BARAZAS. Once the rules have been adopted every student be given a copy to be signed in the presence of the parent /guardian as a binding contract. Furthermore, it is therefore a good idea for school head teachers to explain the school rules and why they are written. Student must be made to realize that breaking the rules will result in reprimand or some form of punishment. This can be well done through dialogue between the school administration and the students.

It is possible to take in students input in what should happen in school on a daily basis, however due to the student's level of maturity and decision making, some the demands and recommendations are outrageous, this calls for "guided" democracy where the input and recommendations are through student councils and consensus building in *barazas*, and sometimes it may end up in the undemocratic way since some may feel intimidated over their

recommendations that were not taken care of. This should be done more carefully since it may lead to more chaos and anarchy.

2.7 Theoretical framework

The systems theory views organizations as social systems consisting of individuals who cooperate within a formal framework, drawing resources, human resource, finance from their environment and putting back into the environment the products they produce or the services they offer. This study is modelled along the systems theory as advanced by Von Ludwig Bertalanffy (1968). Systems theory involves thinking in terms of the whole problem, task, operation or group integrating subparts as well as monitoring the optimum alternative sequences, interactions, functions or component part in order to achieve desired outcomes (Lander & Myers, 1977). The theory doesn't offer specific tools and technique for practicing managers. It also fails to specify the nature of interaction and interdependence between and organization and its environment.

However, Head teachers have a role in providing and managing the student well-being in the school through key stakeholders such as parents, teachers and students. Systems theory is important in this study because it is interrelated and interdependent in nature that is, Subsystems are interrelated and interdependent. The manager can better understand how a disturbance in one part of organization affects other part of organization and how the whole organization is affected.

2.8 Conceptual Framework

The study made use of a conceptual framework to explain the relationship between the independent variable and dependent variable. The independent variables were the student councils, head teachers' leadership styles, safety, recreational facilities and guidance and counselling, while the dependent variable in this study was safe and conducive environment for teaching and learning .The indicators for these study were : improved morale of students, reduced indiscipline cases, less complaints by students and participation fully by students .The possible intervening variables for the study were identified as: Academic programmes, Student Conferences and Government policy. The researcher controlled the effects of the intervening variables through the construction of the research instruments.

The conceptual framework in Figure 2.1 shows the relationship between the variables of study.

A conceptual model showing the relationship between the variables in the head teachers' student management principles influence on students well-being.

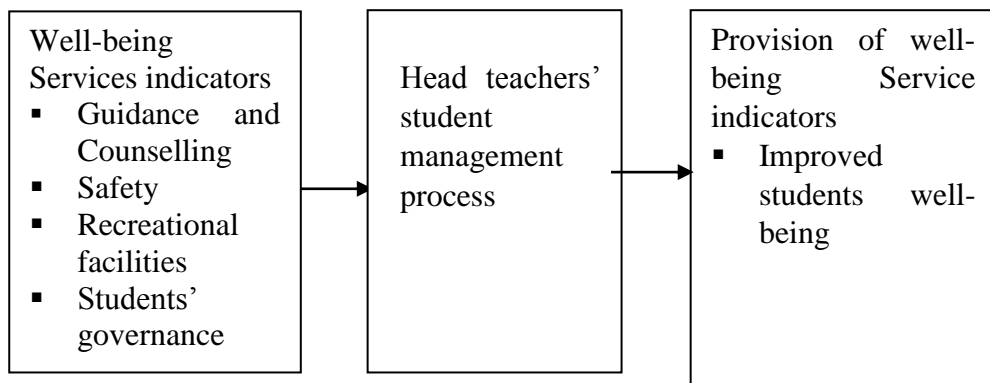


Figure 2.1: Conceptual Framework

This study aimed at determining the influence of head teachers' student management principles on student well-being services in Kisii South District in relation to selected independent variables of well-being services, that is guidance and counselling, safety, recreational facilities and student governance. The study sought to determine whether these factors have any influence on the effective provision and management of student well-being services.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter was to provide a description of the different aspects of methodology that was used in the study. They include 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

Kombo and Tromp (2006) observed that a research design is the ‘glue’ that holds all the elements in the research design as the scheme, outline or plan that is used to generate answers to the research problems. Kerlinger (1986) equally defines research as a plan, structure or a strategy of investigation so conceived as to obtain answers to research questions or problems. Orodho (2005) further notes that this design gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between the specific events. This study employed the descriptive survey research design. Survey research design was used because the population to be studied is too large to observe directly. It was used to explore the relationships between variables and allow generalizations across populations.

3.3 Target Population

A population is the entire group of individuals, events or objects having common observable characteristics (Mugenda & Mugenda, 2003). The study targeted head teachers, teachers and students in selected secondary schools in Kisii South District. The study involved 31 public secondary schools, 31 head teachers, 163 teachers and 5214 students from Kisii South district. Head teacher and teachers were targeted because they are directly involved in the implementation of the students' well-being programs in schools and they equally interact with each other in a school setting and therefore have valuable information for this study.

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003), a good sample size of 30 percent of target population will represent the generalizations to be made. The 30 per cent of the total number was sampled out to give 10 public secondary schools, 10 head teachers, 49 teachers and 1564 students from Kisii South District. Public secondary schools were classified into three educational zones from which proportionate random sampling was used to select a total of 31 schools to participate in the study.

In this study, both stratified random sampling and purposive sampling techniques was used in both getting the teachers and students and in selecting the head teachers and type of schools. Stratified random sampling was used in selecting the teachers and students sample size whereas purposive sampling technique was used in selecting head teachers and schools. In the stratified

sampling the study population which is 10 schools were divided into homogeneous strata based on three educational zones which are in the district and samples were selected. Thus they were considered giving a representative sample of each sub-population independently given that the sample are different and their sizes were large enough to contain all the variation in the population and equal and independent chances of selection.

This ensured equal representation of the population in the sample and accounts for the differences in subgroups of the head teachers, teachers and students. Table 3.1 shows sample size target against target population.

Table 3.1 Sample size target against target population

	Population size (N)	Sample size(S)	%
Head teachers	31	10	32.26
Teachers	163	49	30.06
Students	5214	1565	30.02
Total	5408	1624	29.86

N=5408

3.5 Research Instruments

The research instruments for data collection in this study were questionnaires and interview schedules. Questionnaires are tools of data collection which provide comparable data from all subjects since the same questions must be

asked. The researcher used questionnaires which were considered most suitable research instrument for descriptive research design. Orodho and Kombo, (2002) states that in questionnaires respondents fill in the answers in written basis of their knowledge and the researcher collects forms with complete information. Questionnaires are also easy and convenient to administer. A questionnaire is a useful tool of collecting data due to its assurance of anonymity of the respondents. Questionnaires help the researcher to obtain qualitative data. It provided triangulation of the data collected so as to reduce the chances of making biased deductions and thus ascertained credibility of data from different sources. Teachers' questionnaires consisted of two parts. Part one consisted of demography data and short answer questions of the secondary schools teachers, part two of the questionnaire contained both closed and open ended questions which provided data that's was easy to compute and analyse. Students' questionnaire consisted of two parts. Part one consisted of demography data and short answer questions of the secondary schools students, part two of the questionnaire contained both closed and open ended questions which provided data that's was easy to compute and analyse.

The head teachers' interview schedule was an oral administration of pre-coded questions that involves a face-to-face interaction to provide a quick, cheap and easy quantitative data which is high in reliability. Kothari (2008) observes that interview schedules are particularly suitable for intensive investigation. Some of the advantages of using interview are that the researcher obtains more

information in greater depth, personal information as well as supplementary information about the respondent's personal characteristics and environment which is often of great value in interpreting results and is easy to get through an interview consisted of demography data and short answer questions of the secondary schools on the provision of the well-being services.

3.6 Validity of the research instruments

Validity is concerned with whether the instrument measures what it is supposed to measure or it is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study Mugenda and Mugenda (2003) and Levy and Lemeshow (1999) asserts that validity is the degree to which an instrument measures what is supposed to measure. To ascertain validity of the questionnaire, the researcher consulted experts and experienced personnel in the research methodology from University of Nairobi who gave positive criticism and comments on the format of the instruments. Their comments were incorporated in the questionnaires before the final administration of the instruments on the participants of the study. The participants responded to each item on a scale ranging from strongly disagree, disagree, strongly agree and agree. This approach was highly informative, as respondents to the research instrument provided very useful information about what work and what did not work well on the instrument.

3.7 Reliability of the research instruments

A measure is considered reliable if a research's finding on the same test given twice is similar (Mugenda & Mugenda, 2003). The reliability of research

instrument concerns the extent to which the instrument yields the same results on repeated trials. Reliability refers to the degree to which a measuring procedure gives consistent results. That is, a reliable test is that will provide a consistent set of scores for a group of individuals if it is administered independently on several occasions (UIIEP, 2005). To ensure the reliability of the questionnaire, a pilot study was carried out in a neighbouring Getembe Division, in Kisii Central which was outside the sample population.

Reliability of measurements concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. The researcher applied a split-half method of estimating reliability because it required only one testing session which cut down on errors. A single set of questionnaires were used on scoring, it was split into two sets of equal lengths but each treated and scored separately. The spearman rank order formula was employed to compute the correlation coefficient and thereafter necessary adjustments made (Mugenda & Mugenda, 1999).

Reliability was ensured by the researcher in deciding what information should be sought, what type of questionnaire and interview schedule to use and what order of asking questions will be most effective (Shaughnessy, Zechmeister & Zechmeister, 2003).

3.8 Data collection procedures

This refers to the collection or gathering of information to serve or prove some facts (Kombo & Tromp, 2006). It involved the real process of going to the field to get the required information from the selected population. The

researcher was given an introductory letter from the Graduate School to enable her to get a research permit from the National Council for Science, Technology and Innovation (NACOSTI) before proceeding to the field. After acquiring the permit the researcher further sought permission from the District Commissioner and from Kisii South D.E.O to enable her to conduct research in the selected schools. Further the research sought permission from the head teachers of the selected schools for the study. On the actual dates of the study, the researcher visited individual schools to conduct the research. The questionnaires were issued to selected teachers and students and some questionnaires were collected on the same day while others were collected within two days from the day of issue. This allowed more time to enable proper completion of the questionnaires.

3.9 Data analysis techniques

This section is a postulate of how data was analysed. Data was first sorted, the errors edited and then put in a tabular form for the analysis and coded. Closed ended questions were analysed qualitatively. This involved the use of content analysis which measure the semantic content or what aspect of a message. The statistical package for social science SPSS was used to analyse the quantitative data. Descriptive statistics was used to analyse the responses.

Quantitative data was summarized into frequency and percentages. The findings were presented using distribution tables, chart and graphs with their explanations. The researcher used the sample statistics to draw conclusions about the population from which the sample was drawn. Qualitative data from

the interview schedule was transcribed. Data was edited, ambiguities removed and categories created using codes. The data in each category was summarised and findings presented using narratives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives detailed data analysis, presentation, interpretation and discussion of the research findings. In the first section, descriptive statistics was used to provide background information of the respondents who participated in this study. The second section presents the analysis of the responses to the specific objectives of the study as provided by the respondents in the questionnaires and interview schedule. The main purpose of this study was to establish the influence of head teachers' student management principles on student well-being in secondary schools in Kenya, in an effort to address and improve the students' well-being in schools. The study was based in public secondary schools in Kisii South District, Kisii County- Kenya. The results presented are also discussed through explanation, description and Interpretation. 10 school heads, 49 school teachers and 1565 students participated in the study that was conducted through a self-administered questionnaires and interview schedules.

4.2 Questionnaire Response rate

The study sampled 49 teachers and 1565 students from public secondary schools. Out of 1614 questionnaires 1469 were received back. The data from the questionnaires was then analysed and presented in tables.

Table 4.1 Questionnaire Response rate

Respondents	Number expected	Number returned	Percentage
Teachers	49	41	83.7
Students	1565	1428	91.2
Total	1614	1469	91.0

N=1614

The high response rate was achieved through careful preparation, advance arrangements with the teachers and students to collect questionnaires promptly after they have been completed. The data from questionnaires was then analysed using descriptive statistics such as percentages, frequency, distribution and presented in Tables, charts and graphs.

4.3 Demographic characteristics of the teachers and students

It was necessary for the study to gather data on the respondents' background in terms of age, gender, academic qualification, teaching experience and nature of school.

4.3.1 Gender of teachers and students

The study sought to find out on gender for equality and responsibility in relationships in schools and provision of student well-being services. It is also important to avoid any biasness in the distribution of the questionnaires. The teachers and students were asked to state their gender as a warm question so that they could effectively participate in the questions of the study. This also ensured that research instruments administration was gender sensitive as

possible and targeting both genders. The responses are shown in Tables 4.2, 4.3 and 4.4

Table 4.2 Distribution of head teachers by gender

Gender	Frequency	Percentage
Female	3	30
Male	7	70
Total	10	100

N=10

According to Table 4.2 there is an imbalance of gender in the head teachers in Kisii South district. Majority of the head teachers in Kisii South district are male by gender. Nzomo (2012) noted that the correlation of gender reveal that there is no significant difference between the gender when it comes to school management perhaps due to the fact that each head teacher managed a school of his or her own gender.

Table 4.3 Distribution of teachers by gender

Gender	Frequency	Percentage
Female	19	46.34
Male	22	53.66
Total	41	100.00

N= 41

According to table 4.3 it showed that there was indication of gender imbalance as there are more male teachers than female teachers in Kisii South district. This could be based on the assumption put forward by Obunga (2011)

that female can attend to calls pertaining to individual's needs and due to their motherly love, patience and kindness for students which is absolutely absent in most men if not all.

Table 4.4 Distribution of students by gender

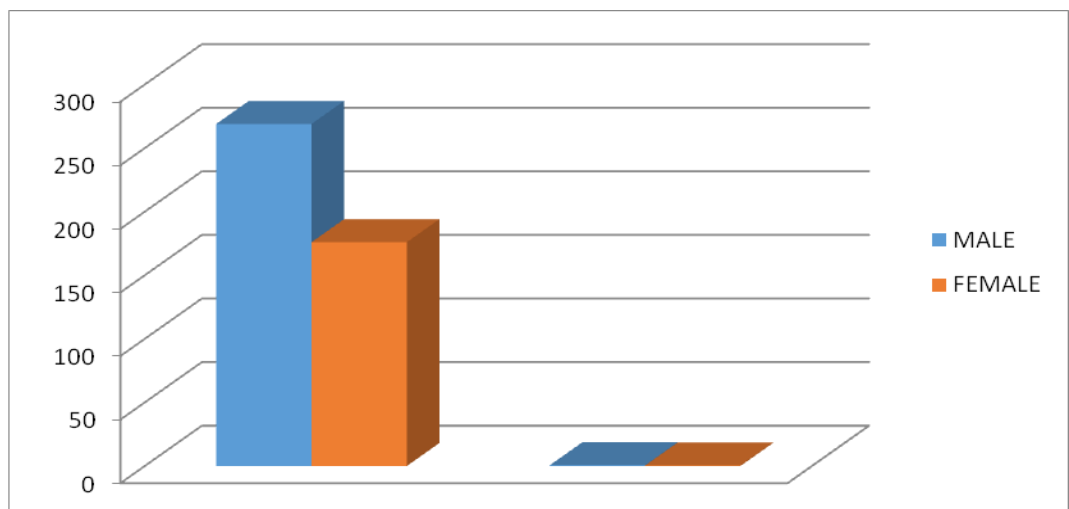
Gender	Frequency	Percentage
Female	562	39.36
Male	866	60.64
Total	1428	100.00

N= 1428

According to Table 4.4 indicated that there was an acute indication of gender imbalance as there are more male students than female students in Kisii South district.

The results of distribution of teachers and students by gender have been summarized in figure 4.2

Figure 4.2 Gender of teachers and students



4.3.2 Duration of Service of head teachers and teachers

The study sought to find out the duration of service of the of head teachers and teachers because the experience was relevant to this study as previous research reveals that principals with long working experience had a better approach in handling of students' well-being. The findings are shown in Table 4.5

Table 4.5 Duration of Service of head teachers

Item	Male		Female	
	Frequency	%	Frequency	%
1-5 years	1	14.29	1	33.33
6 -10 years	3	42.89	2	66.67
11 -15 years	2	28.57	0	0.00
Over 15 years	1	14.29	0	0.00
Total	7	100.00	3	100.00

N=10

According to findings in Table 4.5 majority of the head teachers had a long teaching experience which translates to better handling of students' well-being in Kisii South district. According to Asunda (1983) administrative experience is one of the variables that influence the provision of well-being services. Also Okeo (2011) noted that in any institution experience plays an important role in school management and leadership which could easily influence the provision of well-being services to the students in secondary schools.

Table 4.6 Duration of Service of teachers

Item	Male		Female	
	Frequency	%	Frequency	%
1-5 years	2	8	3	18.75
6 -10 years	5	20	9	56.25
11 -15 years	10	40	3	12.50
Over 15 years	8	32	1	6.25
Total	25	100	16	100.00

According to findings in Table 4.6 majority of the of teachers had long teaching experience hence handling students' well-being was not an issue. Eshiwani (1982) the professional qualification of a teacher is very important indicator of the quality education provided. Suggestively, working with students needs a lot of experience and therefore the preference of the TSC to employ teachers who have served for long in this profession as a worthwhile idea. This older individuals are believed to have greater experience, wisdom and capacity to handle both human and physical resources within the organization to enhance the handling of students' well-being in Kisii South District secondary schools.

4.3.3 Level of Education of head teachers and teachers

The academic level of education the head teachers and teachers were important because sufficient skills are needed to handle their jobs at school and to provide proper guidance to the students. The study also sought to find

out the level of education of the head teachers and teachers. While dealing with students, educational qualification should be considered as it equips on an individual with quality skills, appropriate knowledge and a positive attitude towards issues ranging from individual life, socialization and nutritional needs of everyone in the school. The findings are shown in Table 4.7

Table 4.7 Level of Education of head teachers

Item	Male		Female	
	Frequency	%	Frequency	%
Diploma	1	14.28	0	0.00
Bachelor's Degree	4	57.14	2	66.67
Master's Degree	3	42.88	1	33.33
Total	7	100.00	3	100.00

According to the findings shown in Table 4.7 the head teachers' academic and professional qualifications directly or indirectly determine how the head teacher will handle the students' well-being in schools and also in the provision of necessary materials. The findings agree with Nzomo (2012) who noted that the head teacher basically sufficiently skilled to handle jobs at the schools and to provide essential guidance to the students. Also the findings confirm those of Okeo (2011) noted that for any reforms to succeed head teachers must be up to the task and need for continuous professional development.

Table 4.8 Level of Education of teachers

Item	Male		Female	
	Frequency	%	Frequency	%
Diploma	5	20	3	19
Bachelors Degree	12	48	9	56
Masters Degree	8	32	4	25
Total	25	100	16	100

N=41

According to Table 4.8 majority of the teachers had bachelor's degree while diploma holder teachers presented the least number in Kisii South district. Teachers are essential players in schools because they are catalysts of change. Teachers at all levels of education systems should have access to training and on-going professional development that includes application of teaching and learning aid so that they can be able to participate locally and internationally in decisions affecting their teaching environment (UNESCO, 2001). The results confirm the views of UNESCO (1997) that that performance of teachers depend on their level of qualification, training and motivation to perform their duties among others. Therefore it can be concluded that the largest number of teachers have bachelor's degrees while diploma teachers presented the least numbers and even less least numbers in female teachers in Kisii South district.

4.3.4 Nature and Type of School

The study also sought to find out the nature and type of school of the teachers. The researcher was interested in the school type and category. The types of school indicate the students' gender. Category denotes whether the school is a day or boarding school, meaning that some students resides in school while other students go back home after school hours. Different types of schools were targeted to provide an equal and unbiased chance of appearing in the sample. The findings are recorded in Table 4.9

Table 4.9 Nature and type of School the teacher teaches

Item	Male		Female	
	Frequency	%	Frequency	%
Boys boarding	5	16.67	7	13.73
Girls boarding	4	15.56	5	9.80
Mixed Day School	10	22.22	15	29.41
Mixed Boarding	3	14.44	13	25.49
Mixed Day &Boarding	9	32.14	11	21.57
Total	25	100.00	16	100.00

N = 41

According to table 4.9 majority of the teachers teach in mixed day secondary schools in both genders in Kisii South district. The high number of mixed day is expected as the ministry of education advocates for more day secondary schools for improved primary – secondary transition. The provision of student

well-being also entails the promotion of access and equity of education and other educational related resources.

Table 4.10 Type of School of the student

Item	Male		Female	
	Frequency	%	Frequency	%
Boys boarding	98	11.32	0	0.00
Girls boarding	0	0.00	98	17.44
Mixed Day School	402	46.42	301	53.56
Mixed Boarding	103	11.89	48	8.54
Mixed Day &Boarding	263	30.37	105	18.68
Total	866	100.00	562	100

N=1428

According to table 4.10 students prefer mixed day and mixed day and boarding secondary schools in Kisii South district. The high numbers are expected in those institutions due to high transition rate from rural mixed primary schools of Kisii South district.

4.4 Head teachers provision of guidance and counseling services to the students well- being

Counselling should assist students to appreciate their role as workers and also develop right attitudes towards discipline and management of time. The staff and the school community look upon the head teacher for counselling on all matters pertaining to the well-being of the school. The success and

effectiveness of counselling programme, depends mainly upon the head teacher. His/her encouragement and commitment is essential to the success of the programme. Head teachers, Student and teachers responses were required to ascertain the provision guidance and counselling in public secondary schools. The responses by head teachers as illustrated in table 4.11

Table 4.11 Head teachers’ responses on provision of guidance and counselling

Guidance and counselling used in solving students’ issues in the school	Head teachers	
	Frequency	%
Strongly Agree	2	20
Agree	5	50
Not Agree	1	10
Disagree	2	20
Strongly Disagree	0	0.00
Total	10	100.00

N= 10

According to table 4.11 the majority of head teachers agreed that guidance and counselling was used in solving students’ problems in Kisii South district. The findings agree with Momanyi’s (2013) observation that principals play a big role in managing and controlling discipline besides being the supervisors of both the curricular and co- curricular activities and government policies. All the head teachers interviewed identified that major encountered management problem of all was the students discipline and hence the

recommendation of guidance and counselling process to curb the indiscipline cases.

Table 4.12 Teachers responses on provision of guidance and counselling

Guidance and counselling used in solving students' issues in the school	Teachers	
	Frequency	%
Strongly Agree	10	24.40
Agree	15	36.60
Not Agree	1	2.44
Disagree	8	19.50
Strongly Disagree	7	17.10
Total	41	100.00

N=41

According to Table 4.12, Guidance and counselling was used in solving students' issues in the secondary schools in Kisii South district. Mutie and Ndambuki (2004) teacher counsellors in Kenyan secondary schools should be well prepared in counselling to acquire knowledge of theories personality and psychotherapy, diagnostic and behavioural intervention techniques as well as dynamics of human behaviour. Okola (2005) also points out that trained personnel in Guidance and counselling are few or not trained guidance and counselling, they lack information, on the current trends of guidance and counselling making the objective of the guidance and counselling programmes not to be met.

Students were asked about the head teachers' provision of guidance and counselling to solve their well-being issues in school. Their responses are illustrated in table 4.13

Table 4.13 Students responses on provision of guidance and counselling

Guidance and counselling used in solving students' issues in the school	Students	
	Frequency	%
Strongly Agree	366	25.63
Agree	374	26.19
Not Certain	72	5.04
Disagree	358	25.07
Strongly Disagree	258	18.07
Total	1428	100.00

N=1428

According to table 4.13 it is evident that the Guidance and Counselling department is in use to solve students' issues. Majority indicated that head teachers have laid down strategies of using Guidance and Counselling to curb down indiscipline issues in school and other cases that may be individual and require Guidance and Counselling. Kombo (2006) states that the head teachers and staff must realize that students have problems related to emotional and behavioural changes and must strive to address these through regular and open communication. Guidance and Counselling should, therefore, be an integral part of and should permeate all activities in the school. Hence Guidance and Counselling is highly needed in any school to promote peace love and unity among the members of given community or society. However Wanjohi (1990) noted that most students feel that it is only those students with problems who

should see a counsellor and those who are bright in class with no academic problem should not seek for any help. It is because of this that students are indifferent in guidance and counselling.

4.5 Head teachers' provision of students safety and students' well- being

School safety is a fundamental and indispensable component of teaching and learning processes. Incidents ranging from minor discipline problems such as disobedience and dangerous actions in form of physical threats, bullying, vandalism, non-conducive learning environment and gang related activities turn the students from being good students to organized gangs which in turn jeopardises the teaching and learning processes. The study sought to find the provision of students' safety in secondary schools in Kisii South district. The following are head teachers, teachers and students responses. Table 4.14 indicates the responses from head teachers.

Table 4.14 Head teachers' responses on students' safety

Students' health and security is highly regarded and properly taken care of	Head teachers responses	
	Frequency	%
Strongly Agree	3	30
Agree	5	50
Not Certain	1	10
Disagree	1	10
Strongly Disagree	0	0
Total	10	100

N=10

According to table 4.14 the head teachers' agreed that the student safety was paramount to the students' well-being though they confessed having faced challenges in provision of adequate facilities. Okeo (2011) noted that head teachers used different strategies to facilitate good learning environment, this motivates teachers to work as a team to achieve set goals. Table 4.15 indicates the responses from teachers.

Table 4.15 Teachers responses on students' safety

Students' health and security is highly regarded and properly taken care of	Teachers	
	Frequency	%
Strongly Agree	15	36.59
Agree	17	41.46
Not Certain	3	7.32
Disagree	4	9.76
Strongly Disagree	2	4.88
Total	41	100.00

N= 41

According to table 4.15 the teachers' agreed that the student safety was very important to the students' well-being. However, Irumbi (1990) noted that when the number of students in class is too large, student well-being services such as guidance and counselling, health facilities, school discipline, sports and other administrative issues of the students are not undertaken well due to pressure of work and lack of proper attention. Table 4.16 indicates the responses from students.

Table 4.16 Students' responses on their safety

Students' health and security is highly regarded and properly taken care of	Teachers responses	
	Frequency	%
Strongly Agree	133	9.31
Agree	300	21.01
Not certain	170	11.90
Disagree	450	31.51
Strongly Disagree	375	26.26
Total	1428	100.00

N=1428

According to Table 4.16, the students' responses, the agreed the student safety was taken care off by the head teacher though not adequate. The majority of the students felt they were highly regarded. This showed that majority of the students agreed that students' safety influences students well-being. This shows that student safety should be highly accorded as the students' health and security led to good life and hence better performance in their day to day activities. Schools should be safe and secure haven for all students, teachers and the staff members in order to have an environment which is conducive for teaching/learning processes.

4.6 Head teachers' provision of recreational facilities and the students'

well-being

Recreational facilities are equipment that is used to enhance recreational activities which are often done for enjoyment, amusement or pleasure and are considered to be fun. Recreational facilities promote a healthy mind and body and enhance the overall quality of the educational experience of students' well-being in secondary schools. The study sought to find out the involvement of students in planning and designing physical facilities, determining nature of sports, drama, clubs and games to participate in. The following are Head teachers, teachers' and students' responses.

4.6.1 Head teachers' responses on provision of recreational facilities

The head teachers were asked whether the students were involved in planning and designing physical facilities for example play grounds and choosing of rooms for indoor games. The responses are summarised in Table 4.17

Table 4.17 Head teachers' responses on the planning and designing of physical facilities

Students are involved in planning and designing physical facilities	Head teachers responses	
	Frequency	%
Strongly Agree	4	40
Agree	5	50
Not Certain	1	10
Disagree	0	10
Strongly Disagree	0	0
Total	10	100

N=10

According to table 4.17, majority of the head teachers indicated that students were involved in designing of physical facilities. Most head teachers interviewed involved the student leaders in designing and allocating various rooms and spaces for recreational facilities, this in turn created a sense of ownership and involvement.

4.6.2 Teachers' responses on provision of recreational facilities

The teachers were asked whether the students were involved in planning and designing physical facilities for example play grounds and choosing of rooms for their indoor games. The responses are summarised in Table 4.18

Table 4.18 Teachers responses on the planning and designing of physical facilities

Students are involved in planning and designing physical facilities	Teachers	
	Frequency	%
Strongly Agree	2	4.88
Agree	2	4.88
Not certain	1	2.44
Disagree	5	12.20
Strongly Disagree	31	75.60
Total	41	100.00

N=41

According to table 4.18, majority of the teachers did not approve the involvement, planning and designing of physical facilities by students. The teachers from their nature of duty felt that it was entirely the head teachers' duty to provide and maintain the recreational facilities.

4.6.3 Student responses on provision of recreational facilities

The students were asked if they were involved in planning and designing physical facilities, for example determining nature of sports, clubs, drama and games to participate in. The responses are summarised in table 4.19.

Table 4.19 Student responses on the planning and designing of physical facilities

Students are involved in determining nature of sports, clubs, drama and games to participate in.	Students responses	
	Frequency	%
Strongly Agree	21	1.47
Agree	283	19.82
Not certain	316	22.13
Disagree	307	21.50
Strongly Disagree	501	35.08
Total	1428	100.00

N=1428

According to Table 4.19 majority of the students disagreed that they were involved in determining nature of sports, clubs, drama and games to

participate in. Thus the majority of the students were dissatisfied with what they received from the school administration and they felt something still needs to be done. The importance of recreation in creating a healthy climate for school peace and progress has been emphasized by several study team committees and commissions (RoK, 2007).

The researcher assessed the influence of physical resources on the students' well-being, this is because physical resources make the students recreate and refresh their minds hence leading to the good health and well-being of the students. Various studies done on the effect of school environment attest that school environment should be well maintained for better well-being of the students. Provision of adequate learning facilities at all levels including equipment, recreational facilities and human resources of imported skills to the learners (Lumuli, 2009).

4.7 Head teachers' governance on students' well-being

The head teacher is responsible and accountable for the implementation of students' well-being issues and compliance with all relevant legislation in every area and activity within the school. The head teacher is the single most influential factor on the success of a secondary school. One of his/her qualities is being knowledgeable on the instruments used in the management of education amongst them being the implementation of students' well-being. The head teacher therefore must cultivate a democratic a participatory environment in the school to achieve set goals both nationally and individually.

4.7.1 Head teachers' management principle of governance on students' well-being

The study sought to find whether head teachers' governance influenced the students' well-being in Kisii South district and the responses from head teachers are given in table 4.20

Table 4.20 Head teachers' governance principles for students' well-being

Statement	SA	%	A	%	NA	%	TOT	%
Students' council is in existence in school.	5	50	5	50	0	0	10	100
Students' <i>barazas</i> are frequently in the school.	2	20	6	60	2	20	10	100
Prefects are usually chosen by the students' body	5	50	5	50	0	0	10	100
Students are involved in designing and implementation of school rules and regulations.	4	40	3	30	3	30	10	100
Class conferences are frequently held in order to sort out student well-being issues.	3	30	5	50	2	20	10	100
Frequent staff meetings or are held to sort student well-being issues	4	40	5	50	1	10	10	100
TOTAL	23	38.3	29	48.3	8	13.3	60	100

N=10, SA= Strongly Agree, A= Agree, NA= Not Agree

According to Table 4.20, majority of head teachers agreed Students' council is in existence in school, while a minimal percentage of the head teachers strongly disagreed. Students' *barazas* are frequently held in the schools and this was indicated by over above average as an influence on student well-

being in secondary schools, while minimal of the head teachers strongly disagreed. A great percentage of the head teachers agreed that prefects are usually chosen by the students' body, in this group a small percentage of the head teachers did not agree. Majority the head teachers strongly disagreed that Students are involved in designing and implementation of school rules and regulations while a small percentage did not agree. The interview revealed that during the consultative meetings, students shared freely with their school heads matters concerning their well-being, home background, hindrance of their learning process, the general problems faced in school and their relationship with the teachers. Nzomo (2012) agrees that majority of the head teachers involve students in decision making, this results to student increased accessibility to the school rules and regulations by the students and in turn reduces the rate of indiscipline.

4.7.2 Teachers responses on head teachers' governance principles for students' well-being

The study sought to find out the head teachers governance on students well-being. The teachers were asked to respond to a few questions on existence of student council, use of staff meetings, student *barazas* ,choice of students body and students involvement in designing and implementation of school rules and regulations. The responses are shown in table 4.21.

Table 4.21 Teachers responses on head teachers' governance principles for students' well-being

Statement	SA	%	A	%	NA	%	TOT	%
Students' council is in existence in school.	35	85.4	6	14.6	0	0	41	100
Students' <i>barazas</i> are frequently in the school.	10	24.4	15	36.6	16	39	41	100
Prefects are usually chosen by the students' body	31	75.6	8	19.5	2	4.88	41	100
Students are involved in designing and implementation of school rules and regulations.	9	22	13	31.7	19	46.3	41	100
Frequent staff meetings or are held to sort student well-being issues	10	24.4	15	36.6	16	39	41	100
Class conferences are frequently held in order to sort out student well-being issues.	11	26.8	14	34.1	16	39	41	100
TOTAL	106	43.4	70	28.7	68	27.9	244	100

N = 41, SA= Strongly Agree, A= Agree, NA= Not Agree

According to Table 4.21 majority of the teachers agreed that there was proper governance in the schools in Kisii South district. High percentage agreed that prefects are usually chosen by the students.

4.7.3 Students responses on head teachers' governance principles for students' well-being

The study sought to find out the head teachers governance on students well-being. The students were asked to respond to a few questions on existence of

student council, use of staff meetings student *barazas* ,choice of students body and students involvement in designing and implementation of school rules and regulations. The responses are shown in table 4.21.

Table 4.22 Students responses on head teachers’ governance principles

Statement	SA	%	A	%	NA	%	TOT	%
Students’ council is in existence in school.	740	51.8	560	39.2	128	8.96	1428	100
Students’ <i>barazas</i> are frequently in the school.	349	24.4	754	52.8	325	22.8	1428	100
Prefects are usually chosen by the students’ body	836	58.5	573	40.1	19	1.33	1428	100
Students are involved in designing and implementation of school rules and regulations.	236	16.5	397	27.8	795	55.7	1428	100
Class conferences are frequently held in order to sort out student well-being issues.	423	29.6	477	33.4	528	37	1428	100
TOTAL	2584	36.2	2761	38.7	1795	25.1	7140	100

N= 1428, SA= Strongly Agree, A= Agree, NA= Not Agree

According to Table 4.22 majority of students agreed that there was good governance by head teachers in the schools in Kisii South district. Most students disagree that Class conferences are frequently held in order to sort out student well-being issues. Therefore there is need for teachers and head teachers to hold more class conferences to solve pertinent issues on students well-being.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized, discussed, concluded and made recommendations on the research findings as carried out in the actual study. It was devoted to the summary of the findings, conclusions and recommendations emanating from the study. The implications are discussed, comparisons of findings of the research with empirical results from the literature reviewed were made and suggestions made on areas of further study.

5.2 Summary of the study

The purpose of this study was to establish the influence of head teachers' student management principles on students' well-being in secondary schools in Kisii South District, Kenya. The findings of this study showed that there is an influence of head teachers' student management principles on students' well-being in public secondary schools in Kisii South district, Kenya.

The study was guided by four objectives that focussed on; to ascertain how the provision of guidance and counselling services by head teachers influence the students' well-being selected public secondary schools, to determine the extent to which provision of students' safety by head teachers influence the students' well-being, to determine the extent to which provision of recreational facilities by head teachers influence students' well-being and to determine the extent to which the head teachers' governance influence the

students' well-being in public secondary schools in Kisii South District, Kisii County and consequently four research questions namely, to what extent does provision and management of guidance and counselling influence the students' well-being in public secondary schools? To what extent does provision of students' safety by head teacher influence the students' well-being in public secondary schools? To what extent do head teachers influence the maintenance and usage of recreational facilities in the students' well-being in the public secondary schools? What is the influence of head teachers' governance on the students' well-being in public secondary schools?

The study applied descriptive survey research question design. The target population was 1614 and 1469 responses were received. In the study sample size and sampling procedure, both stratified random sampling and purposive sampling were used where 10 schools were divided into homogeneous strata based on three educational zones and samples were selected. Questionnaires and interview schedule were used as research instruments for this study. Descriptive statistics was used to analyse the responses. Quantitative data was summarized into frequency and percentages. The findings were presented using distribution tables, chart and graphs with their explanations. The researcher used the sample statistics to draw conclusions about the population from which the sample was drawn. Qualitative data from the interview schedule was transcribed.

The target population included all secondary schools in Kisii South district particularly focusing on head teachers, teachers and students. Data was collected by use of a questionnaire and interview schedule. Through data analysis, the study revealed that male head teachers were 6 represented 62 per cent while female head teachers were 4 represented per cent. This shows that there was no gender bias. The analysis of teachers indicated that there were 41 teachers, male teachers were 22 represented 53.66 per cent while female were 19 represented 46.34 per cent. The analysis of students indicated that there were 1428, male were 866 represented 60.64 whereas female were 562 represented 39.36. Majority of the head teachers who responded were aged 41 years and above, this represented 75.0 per cent. Majority of teachers who responded were between 38 to 40 years and above, represented 66.7 per cent. This was an indication that teachers had a long experience of teaching where youthful energy and experience was expected to be at its peak. The majority of the students who responded were between 14 to 18 years represented 85.56 per cent.

Regarding the extent to which the provision of guidance and counselling services by head teachers influence the student well-being in public secondary schools in Kisii South District, majority of the head teachers who responded indicate that there was guidance and counselling given to students. Guidance and counselling should be continuous processes. Through data analysis the study revealed that the male head teacher respondents' were 7 representing 70 per cent while female respondents head teachers' were 3 representing 30 per cent, thus showing there is no gender bias. Majority of the groups responded

to the research questions. Provision of guidance and counselling was responded by teachers, head teachers and the students. Majority of the head teachers who responded were representing 100% of the indicated that there was encouragement of students Kisii South secondary schools to work through disagreements by not suppressing them. Guidance and counselling of students is a major service in Kisii South District schools. The majority of the head teachers and teachers who mentioned that guidance and counselling of students as a mild challenge. There may be in these schools specially trained guidance and counselling teachers who make the work seem easy.

Regarding the extent to the provision of students' safety by head teachers influence the students' well-being in public secondary schools, Majority of the head teachers, teachers and students responded to research question on the student safety. The researcher used both questionnaire and interview schedule. Findings are that head teachers provided students' safety as it is according to education act. Students are well taken care of in school and their need met accordingly. Questionnaires were used to collect data.

Majority of the principals who responded were 10 indicating that students were involved in the planning and designing physical facilities. Majority of the teachers who responded equalled to 31 representing 75.6 percent this indicated that the students were involved in planning and designing physical facilities. Majority of the students who responded equalled 501 representing 34 per cent, this indicated that the students had an opportunity to determine the nature of sports and games to participate in.

One component of student well-being service was the provision of health services by the schools. From the results, it was established that most of the schools (over sixty per cent of them) do not maintain students' health records perhaps because they do not provide these services in the first instance. Given that there is health facilities near these schools the head teacher are most likely not to be overly concerned with provision of these services, especially since the schools are apparently day schools. Keeping of students' health records can therefore not be used as a good measure of how head teacher provide health services to the students.

Relation to the extent to which the head teachers influence the maintenance and usage of recreational facilities in the students' well-being in public secondary schools. The method used to conduct the data was through questionnaire. The findings were that the head teachers provided the recreational facilities to sampled secondary schools. The recreational facilities were adequate. Every head teacher seemed to consider sufficiency of facilities as a concern although none of them classified it as a very serious one. A small majority of about forty-seven per cent though, had a feeling that this challenge was serious. There is a concurrence among the head teacher of the existence of a serious negative effect on the delivery of well-being services to the students occasioned by insufficient facilities. The evidence of regular participation of students in games and sporting activities at various levels from zones to

national level shows that majority of head teachers are able to provide for students sporting activity services.

Regarding the influence of head teachers' governance on the students' well-being in public secondary schools, majority of the head teachers provide proper governance to their students. The researcher used interview schedule to collect data. Student involvement in decision making all the head teachers (ninety-five per cent) involve the students in making school rules. The consequence of this student involvement is the increased acceptability of the rules by the students and a reduced rate of discipline. Elsewhere, the head teacher indicated that they had no significant challenges in maintaining the discipline in their schools. In all the schools, the school administrators often meet with the students to discuss issues. In addition, students in all schools participate in selection of school prefects which is a good thing for the student leadership can be respected by the student body. Majority of the teachers and students responded to research question on head teachers' governance. Majority of the teachers who responded were 23 representing 56.10 per cent indicated that student council was in existence, students were involved in designing, implementation of the school rules and regulations.

Majority of the students who responded were 716 representing 49 percent this indicated that students' council was in existence and also students were involved in planning, designing, and implementation of school rules and regulation.

5.3 Conclusions

Study was guided by four objectives that focused on; to ascertain how the provision of guidance and counselling services by head teachers influence the students' well-being selected public secondary schools, to determine the extent to which provision of students' safety by head teachers influence the students' well-being, to determine the extent to which provision of recreational facilities by head teachers influence students' well-being and to determine the extent to which the head teachers' governance influence the students' well-being in public secondary schools in Kisii South District, Kisii County.

Based on the data of the study the following are the findings of the study. The majority of the head teachers in Kisii South District were effective in the provision of guidance and counseling services towards the well-being of students. The guidance and counselling services offered were adequate to the students and the guidance department in most schools they had a head of department. This was enough evidence that the guidance and counseling was in schools as well as being in use to all the secondary school in Kisii South district.

To a greater extent provision of students' safety by head teachers influence the students' well-being in secondary schools in Kisii South District. Majority of the head teachers provided the safety and health services to the students. Teachers and students agreed that there were provision health

services and safety of the students was intensified in all secondary schools in Kisii South District.

To determine the extent to which provision of recreational facilities by head teachers influence students' well-being in secondary schools, the head teachers affirmed that they provide adequate recreational facilities to the students. Teachers and students equally confirmed the availability of the recreational facilities in schools in Kisii South district.

The study also sought to find out the extent to which the head teachers' governance influence the students' well-being in secondary schools, Majority responded to research question on head teachers' governance. Majority of the teachers who responded were 23 representing 56.10 per cent indicated that student council was in existence, students were involved in designing, implementation of the school rules and regulations.

Majority of the students who responded were 716 representing 49percentthis indicated that students' council was in existence and also students were involved in planning, designing, and implementation of school rules and regulations.

In addition the demographic data of head teachers also influenced greatly to teaching experience, good exposure, knowledge and skills of administration that facilitated to the use of the above mentioned arrangement of principles to influence students' well-being in secondary schools in Kisii South District.

5.4 Recommendations of the study

The following recommendations are made in view of the research findings.

i) Ministry of Education (MoE) should ensure that best behaviours and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools. The school environment should be busy, and an active place in which the students and teachers know that they are on the same side, working together to achieve something worthwhile. It should establish structures at school level to specifically deal with reconciliation, trauma and healing for peace building and therefore enhance student well-being in public secondary schools. The Ministry of Education should also collaborate with all stakeholders in education on student discipline should be determined. Finally, the Ministry of Education should encourage organizations and NGO's dealing with education to help schools with materials on guidance and counselling for students and teachers.

ii) Teachers Service Commission (TSC) should ensure that best behaviours and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools. The school environment should be busy, and an active place in which the students and teachers know that they are on the same side, working together to achieve something worthwhile. It should also establish structures at school level to specifically deal with reconciliation, trauma and healing for peace building and therefore enhance student well-being in public secondary schools.

iii) Kenya Education Management Institute (KEMI) and other research institutions should carry more study to investigate measures that can be put in place to ensure that secondary schools are effectively managed.

iv) Kenya Institute of Curriculum (KICD) should provide appropriate resources for guidance and counselling such as special rooms. It should also provide appropriate resources for guidance and counselling such as special rooms.

v) The head teachers should improve on their leadership in the schools to appreciate the importance of dialogue and democratic approaches in ensuring students well-being. They should also create more forums on student well-being and finally they should enhance meetings within the school level, that is between principals, teacher-counsellor, other teachers and students body.

vi) Guidance and counselling department in Schools should often invite young mentors for counselling and guest speakers as well as improving the counselling committee to include parents, BOM representatives and other stakeholders at all times of the term to maintain the tempo of well-being in schools.

vii) Teachers in our secondary schools should endeavour to develop moral values among the students. Moral values refer to the building of a consistent set of values and ideas which can become a basis for making personal decisions about how to behave in relation to other people and the society, this should be enhanced at all levels of instruction.

5.5 Suggested areas for further research

- i) Similar studies could be carried out in other Counties in Kenya to find out influence of head teachers' student management on student well- being in primary schools.
- ii) The study could be replicated using other respondents such as the parents and education officials.
- iii) A study needs to be carried out in private secondary schools to see whether findings from the study will tally with the ones from this research.

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.APPENDICES

APPENDIX I

APPENDIX I:LETTER OF INTRODUCTION

Nelly M. Maore,
University of Nairobi,
P.O. Box 30197,
Nairobi.
The Head teacher,
.....secondary school,

Dear Sir /Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student in University of Nairobi pursuing a master's degree in Educational administration and Planning. As a part of the course, I am required to carry out a research on: **“Influence of head teachers’ student management principles on student well- being in secondary schools in Kisii South District, Kenya”**

Your school has been selected to be among several others to in the study. I am kindly requesting you to allow me carry out a research in your school. By giving your comments, views, information and opinions, you will be helping a lot in assisting in promoting the students’ well-being in the secondary schools in Kenya. The identity of the respondents will be concealed and the information given will only be used for the purpose of this study.

Thanks in advance

Yours faithfully

Nelly M Maore

E55/72337/201

APPENDIX II

APPENDIX II: TEACHERS' QUESTIONNAIRES

Please respond to each item in the questionnaire as honestly as possible. Note that your anonymity will be absolutely ensured and your responses will be used for research purposes only.

I). Background information of the Teacher [Tick whichever is applicable]

1. What is the nature of the school?

Boys' boarding [] Girls' boarding [] Mixed day and boarding []

Mixed day [] Mixed boarding []

2. Gender: Male [] Female []

3. How many years have you served as a teacher?

1 – 5 years

11-15 years

6 -10 years

16 and above

4. What is your highest academic level?

Diploma /S1

BED/BA/BSC/PGDE

Masters / PhD

II: Information on the influence of head teachers' student management on student well- being in secondary schools in Kisii South District.

The following statements indicate the influence of head teachers' student management on student well- being in secondary schools in Kisii South District. Indicate to what extent you agree or disagree with the statement using

the following key: Key: SA –Strongly Agree -5 A –Agree-4 D – Disagree -

2 SD –Strongly Disagree-1 NC – Not Certain-3

Statement	SA	A	NC	D	SD
Students' council is in existence and active in your station.					
Students' <i>barazas</i> are frequently in the school.					
Prefects are usually chosen by the students' body using a specified mode.					
Guidance and counselling is used in solving students' issues in the school.					
Students are involved in designing, formulation and implementation of school rules and regulations.					
Proper channels of communication are an important ingredient for implementing students' well-being.					
Proper implementation of students' well-being is as result of teamwork.					
Students are involved in determining nature of sports, clubs, drama and games to participate in.					
Class conferences are frequently held in order to sort out student well-being issues.					

Frequent staff meetings or departmental meetings are held to sort student well-being issues					
Students are involved in planning and designing physical facilities.					
Students are minors, immature and lacking in the expertise and technical knowledge that is needed in the running of student affairs					

What is the influence of head teachers' student management on student well-being in the following aspects?

Students' governance

.....

Students' discipline

.....

Physical and Recreational facilities

.....

Health and security measures

.....

Guidance and counselling

.....

3. How can influence of head teachers' student management on student well-being in secondary schools in Kisii South District, Kenya be improved?

.....

Thank you for participation

APPENDIX III

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Dear students,

You are kindly asked to give autonomous and honest responses in this questionnaire that would facilitate a study aimed at establishing the influence of head teachers' student management on student well-being in secondary schools in Kisii South District secondary schools. The following questions have no right or wrong answers. It is important to give the answer that best describes what you think. Do not write your name anywhere in this paper.

I).Background information (Tick wherever is applicable)

1. What is your school type?

Boys' Boarding Girls' Boarding Mixed Day and Boarding

Mixed boarding Mixed Day

2. What is your gender?

Male Female

3. What is your class?

Form I	Form II	Form III	Form IV

II). Information on the influence of head teachers' student management on student well-being in secondary schools in Kisii South District.

The following statements indicate the influence of head teachers' student management on student well-being in secondary schools in Kisii South District. Indicate to what extent you agree or disagree with the statement using

the following key: Key: SA –Strongly Agree -5 A –Agree-4 D – Disagree -2

SD –Strongly Disagree-1 NC – Not Certain-3

Statement	SA	A	NC	D	SD
Students' council is in existence and active in my school.					
Students' <i>barazas</i> are frequently in the school.					
Prefects are usually chosen by the students' body using a specified mode.					
Guidance and counselling is used in solving our well-being issues in the school.					
Students are involved in designing, formulation and implementation of school rules and regulations.					
Students are involved in determining nature of sports, clubs, drama and games to participate in.					
Class conferences are frequently held in our school in order to handle our well-being issues.					
Students' health and security is highly regarded and properly taken care of					

4. How can the influence of the head teachers' student management on the students' well-being be improved?

.....

.

5. What are your suggestions and recommendations?

.....

Thank you for participation

APPENDIX IV

APPENDIX IV: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Section I: Background information

Transition: In this part of the interview I'd like to quickly ask a few background questions about you.

1. What is the nature of your school?
2. How long have you served as a head teacher?
3. During that period was there any well-being services provided to the students?
4. Which type of well-being services you have provided in this school?
5. Do you think the well- being services provided have a role to play in the performance of students in your school?
6. What is the effect of provision of well- being services on performance of the students in your school
7. How many hours do you spend per day in the well-being services provided in your school?
- 8 (a) Have you trained in any leadership and management course?
 - (b) Which institutions have you attended on leadership and management courses?
9. Do you hold counselling meetings daily with your students?
10. What is the frequent problem raised during such counselling sessions?
11. In your opinion, what should be done to provide enough well-being services to the students in your school?
12. How effective are the strategies used by the government in position of well-being services to the students in your school?

Thank you for your participation.

APPENDIX V

APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/14/3287/2099**

MS. NELLY MORAA MAORE **Date Of Issue : 26th June, 2014**

of UNIVERSITY OF NAIROBI, 2512-40200 **Fee Received : Ksh 1,000**

Kisii, has been permitted to conduct

research in Kisii County

on the topic: INFLUENCE OF

HEADTEACHERS STUDENT

MANAGEMENT PRINCIPLES ON STUDENT

WELL-BEING IN SECONDARY SCHOOLS

IN KISII SOUTH DISTRICT, KENYA.

for the period ending:

31st December, 2014

Nelly Moraa Maore **Secretary**

Applicant's Signature **National Commission for Science, Technology & Innovation**

APPENDIX VI

APPENDIX VI RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

26th June, 2014

NACOSTI/P/14/3287/2099

Nelly Moraa Maore
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers student management principles on student well-being in secondary schools in Kisii South District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisii County** 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. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Kisii County.