

**INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS
IN KIBWEZI SUB COUNTY, KENYA.**

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DECLARATION

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

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DEDICATION

This study is dedicated to my family, my husband Richard Kisingu and my children Mary, James, Elizabeth, Ann and Ruth.

ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to all persons who supported me materially and morally encouraged me to pursue this research project. First and foremost, I thank the Almighty God for strength and life he has given me throughout the course and project work.

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ABBREVIATIONS AND ACRONYMS

BOM Board of Management

DEO District Education Officer

GOK Government of Kenya

HBM Health Belief Model

PBS Positive Behavioral Support

SEL Social Emotional Learning

SWPBS School-wide Positive Behavioral Support

ABSTRACT

Decline in student discipline has become one of the major challenges facing the education sector as the government tries to widen the access to basic education. Any education system has the responsibility of nurturing the growth of the whole person through integrated development of physical, intellectual, moral and spiritual attributes and abilities. The purpose of this study was to investigate the influence of Board of BOM management practices on students' discipline in public secondary schools in Kibwezi. The study was therefore specifically seeking to establish the extent to which BOM involvement of the students' decision making in public Secondary schools; Determine the influence of BOM on rewarding of disciplined students and the effect it has on the student discipline; The study also highlighted the influence of Board of management provided motivational talks on student discipline in public secondary schools. And also the study investigated the influence of BOM provided peer counseling facilities and its effect on public on public secondary schools in Kibwezi. The study was based on the health belief model and adopted descriptive survey research design. The study targeted the 32 public secondary schools within the 8 zones in the region. Also targeted 192 BOM members, 611 teachers and student leaders. Piloting was done on three secondary school. Pearsons product moment correlation gave a reliability of 0.7 for questionnaires and validity was ensured through discussion with experts. The stratified sampling technique was used to select schools to participate into educational zones. 30% of the population was used to select the respondents from the entire sub-county. Simple random sampling was then used to select respondent to reduce biasness. Data was analyzed using descriptive statistics through percentages and counts and Pearson's correlations then presented in graphs and tables. The findings showed that the student in most of the secondary schools are not allowed to make decisions on issues affecting their disciplined students in the secondary schools is not right which influences students discipline negatively; The motivational talks programs are not well provided in the secondary schools which has a negative influence on the student discipline; peer counseling facilities are partially provided which has a negative influence in students discipline in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Any education system has the responsibility of nurturing the growth of the whole person through integrated development of physical, intellectual, moral and spiritual attributes and abilities (Republic of, Kenya, 1968); TSC Legal Notice No 137, 2003; Clarke, 2002). In order to achieve such a perfect coalescing of student development, it is important, among other things, to instill discipline to consequently achieve quality education and standards (Wathika, 2001 & Mbiti, 1974). School discipline is also central to school administration, and as it is today, it is paramount in all areas of life and particularly teaching and learning. In fact studies carried out by Matsonga (2003) and Moswela (2004) in Botswana schools show that indiscipline cases interferes with teaching and learning process. However, indiscipline has often been a major school problem.

In American schools for instance, student indiscipline is a serious problem facing the education system. According to Clarke (2002), about 45% of the teachers in America leaving the profession annually cite student behavior as one of the reasons for doing so. However, while enhancing student discipline, school principals and managers in America face several challenges like the common legal action or redress the suspended or expelled children engage in. In South

Africa, schoolyard crime contributes to decline in education standards with a spate of fatal school stabbings where teenage students' are both perpetrators and victims (Greenberg, 2013).

In addition, school enrollment in South Africa had dropped by 33% from 900 to 600 students' in the year 2013 due to discipline problems (Greenberg, 2006). Most of those students' who dropped would come to school to cause trouble. To try and manage discipline problems, Okumbe (1999), notes that appropriate disciplinary measures must be used on in disciplined students'. The measures can be either preventive or corrective. Further, he states that managing discipline in secondary schools demand appropriate skills, Knowledge and attitudes if those involved in managing discipline are to do it effectively. The Board of Management is one of parties involved in managing learners discipline (The Basic Education Act, 2013). What practices they employ to effectively manage discipline and how it subsequently affects the vice is yet to be investigated.

Secondary schools in Kenya have witnessed increased cases of students' unrests and indiscipline. For example, the Task Force Report on Student Discipline and Unrest reported that 250 schools had experienced unrest between year 2000 and 2001 (Republic of Kenya, 2001). Besides, in a span of one and a half months, between June and July of 2012, violent strikes affected more than 300 secondary

schools in the country (Opondo, 2012, July 23). Despite the government's efforts to stem out the culture of unrest, the students' continue to be violent and destructive in a number of schools because they are interested in a variety of things around them and at times devote undue attention to destructive behavior which affects learning (Muchemi, 2001). Apart from unrest, secondary school students' are faced with questions about sex and interpersonal relationships. Owing to the natural human development process, students' become more sensitive and self-conscious about their physical changes and also experience emotional disturbances (Wambua & Khamasi, 2004). They become self-absorbed as they try to understand themselves.

A Board of Management that understands these problems should offer programs of motivational talks and peer counseling for help. An effective discipline program is also needed as an intervention measure. Workable BOM practices can help a student understand her/himself and problems encountered from their perspective. The practices can also promote self-esteem that could lead to high academic achievements. By the final year of secondary schooling, students' are expected to make decisions about life thereafter. The BOM should organize through the principal ways on which students are involved in decision making and be trained in how to find solutions for their own problems through the guidance of their teachers. This should make them responsible hence improving in their

discipline. The rewarding of the disciplined students should motivate the rest to adhere to school regulations. The motivational talk and peer counseling should help the students to have a knowhow on the benefits of good discipline and this will help them to be responsible members in the future.

The Government of Kenya recognizes that effective guidance and counseling services are essential in all educational settings (Government of Kenya, 2002). The BOM should organize for guidance and counseling programs and the counselors should be trained. The government of Kenya also recommends that the learning institutions need to establish independent mechanism for effective and timely handling of students' complaints and issues such as commitment to duty, accountability, transparency, unfairness, bias and sexual harassment. The BOM should organize for a body in the school which should be receiving students' complaints and suggestions for consideration when making the main decisions on issues affecting them. Further, learning institutions should give services which equip learners with skills that enable them to meet their growth and development needs for enhanced physical and psychological health (Government of Kenya, 2005).

The acquisition of academic, social, and personal competencies by learners enhances the goal to attainment of vision 2030 by Kenyan institutions for being able to provide globally competitive quality education and training to her citizens

thus contributing to the development of individual well-being. Education ceases to be meaningful if there is no observation of personal collective responsibility and discipline (Were, 2006). While studies have dealt with effect of peer counseling on discipline (Arudo, 2008; Mose, 2008); deputy principal and their roles in effecting discipline in schools (Markus, 2013; Boyd, 2003); little has been done to look at influence of Board of management practices on discipline and this study hopes to fill the gap.

1.2 Statement of the problem

Secondary schools in Kenya are experiencing declining discipline standards which, if not addressed, may result in countless school and classroom disruptions. This will in turn affect effective learning and good teacher-learner relationship and peer adjustment (MOEST, 2002). The Basic Education Act (2013) mandates Boards of management to promote measures and practices to promote discipline. However, despite this directive, schools are still experiencing an increasing number of disciplinary problems (Weaver, 2006; Onyango, 2007). According to Kibwezi DEO Complaints Sheet (2012), there are numerous reported cases of indiscipline in secondary schools in the area compared with surrounding Sub Counties.

The continual evidence of indiscipline cases warrants an investigation on the involvement and use of BOM practises in addressing indiscipline in secondary schools. This study therefore hopes to investigate the influence of Board of Management practices on students' discipline in public secondary school in Kibwezi.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of Board of Management practices on students' discipline in public secondary schools in Kibwezi Sub-County Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To establish whether BOM involvement of students' in decision making influence students' discipline in public secondary school in Kibwezi Sub County.
- ii. To determine how the BOM giving of rewards influence students' discipline in public secondary schools in Kibwezi sub county.
- iii. To assess how the BOM provision of motivational talks influences students' discipline in public secondary schools in Kibwezi sub county.

- iv. To establish how the BOM provision of peer counseling facilities influence students' discipline in public secondary schools in Kibwezi Sub County.

1.5 Research questions of the study

Study was guided by the following the questions.

- i. How does involvement of student's in decision making influenced students' discipline in public secondary schools?
- ii. Determine how the rewarding of disciplined student by BOM influenced students' discipline in public secondary schools?
- iii. How does the provision of motivational talks by BOM influenced students' discipline in public secondary schools?
- iv. How does the provision of facilities for peer counseling by Board of Management influenced student discipline in public secondary schools?

1.6 Significance of the Study

The findings of this study may benefit the school counselors, students', researchers, policy makers, administrators in the Ministry of Education. The BOM members and the school principals in Kibwezi Sub-County may be able to use the finds to improve their operations in their schools. Students' may benefit from the good decision made by the Board of Management in their schools and to

suggest ways in which the services can be improved. Furthermore, they may also have more information on what to provide as rewards and how they should deliver them. Thus such would make school administrators more effective in executing their duties. The school cancellers may have information on what to provide in peer counseling services and how they should be delivered. Lastly it is hoped that it may provide researchers with information especially on those practices the BOM may use to improve student discipline in public secondary schools.

1.7 Limitations of the study

The study was limited to secondary schools in Kibwezi Sub County due to inadequate funds, time constrains, poor transport and inadequate availability of content. However, the study relied on the participant perceptive, through questionnaire method, which was supplemented with documentary analysis. However, this limitations did not affect the study out comes and generalizability. The study would have been conducted in all secondary schools in Kenya to improve its external validity. However, this was not possible due to the vastness of the Country. For this reason the findings of the study cannot be used for generalization in all the secondary schools in Kenya.

1.8 Delimitations of the study.

The study was carried out in public secondary schools in Kibwezi Sub County, Kenya. This study focused on the influence of BOM practices in students' discipline in public secondary schools in Kibwezi Sub County. The views were strictly collected from the teachers, student leaders and BOM members and how they look at BOM practises and their effect on the management of discipline among students'.

1.9 Basic assumptions of the study

The study was based on the assumption that

- i) The students' in Kibwezi Sub County are exposed to BOM discipline practices as per the government's policy on education.
- ii) That all respondents cooperated and provide honest responses.
- iii) That updated records were availed to the researcher by the relevant teachers.

1.10 Definition of significant terms

Board of management practices refer to the activities carried out by BOM members which may have a positive or negative effect on student discipline.

Students' discipline refers to compliance to school rules and regulation

Student decision making refers to the students' are allowed to give out their views on rules made to affect them either directly or indirect.

Rewarding refers to incentives given to encourage positive behavior.

Motivational talks refer to organized programs where students' and parents are taught the benefits of student discipline.

Provision peer counseling refers to students' guide other students' on importance of obedience to school rules and regulations.

1.11 Organization of the study

The study was organized in five chapters. Chapter one was the introduction of the study which included the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definitions of the significant terms and organization of the study. Chapter two was the related literature reviewed of the study and it included introduction, the concept of school discipline, students' decision making and student discipline, BOM rewarding and students' discipline, motivational talk and students' discipline, peer counseling and student discipline, theoretical frame work, summary of literature review and conceptual frame work.

Chapter three was the research methodology and comprised of introduction, research design, target population, sample size and sampling techniques, data collection instruments, validity of research instruments, reliability of the research instrument, data collection procedures, data analysis techniques and ethical considerations. Chapter four consisted of data analysis, data presentations, data interpretation and discussion of the findings. Chapter five was the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of the study contains the related literature review of related literature concerning BOM practices and how they can affect discipline, and its relationship to the problem under study. The information contained in this chapter was gathered from scholarly articles, journals and books. The chapter also contains summary and conclusion on what other scholars had to say concerning the effects of BOM practices in the management of discipline in schools.

2.2 The concept of students' discipline

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students' (Weaver, 2006; Onyango, 2007). It comprises a wide spectrum of meaning, well from the negative or positive perspective. However, it is humans immune to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society (Onyango, 2007). Schon (1983) aptly states that every child has a need to attend school. Schools are seen as provider of education as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication

technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure-trove of knowledge (Weaver, 2006).

Students' misbehavior is a prevailing problem affecting schools not only in Malaysia but also across the many nations around the world (Eccles, Lord, & Buchanan, 2006). Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes (Hemphill, 2006). Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers (Kellam, 2008). Teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression (Hemphill, 2006).

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school (Kellam, 2008). Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified (Weaver, 2006). Rules must also relate to the stated function of education or the

school process and, again, common sense must prevail in establishing disciplinary action for breaking a rule (Onyango, 2007). Teachers, in making rules for individual classroom behavior, should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered (Franken, 1998).

School discipline is a form of discipline appropriate to the regulation of children or student and maintenance of order in schools (Spring, 2002). There are laid down rules that guide the conduct of students' while attending the school and the students' expect to comply with the code of behavior. These are set standards that a school has and each student is expected to adhere so as to keep the school discipline such standard include clothing, time keeping social behaviors and work ethics. Forms of school discipline include preventive, supportive and corrective (MOE, 2009; Spring, 2002).The Government of Kenya (Government of Kenya) is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (MOEST, 2005). In spite of these efforts there have been several cases of student indiscipline reported in our daily newspapers while majority of the cases go unreported. The BOM is one of the parties involved in managing learners discipline (The Basic Education Act, 2013) which states that BOM should facilitate and ensure the provision of guidance and

counseling to all learners and should also promote the spirit of cohesion, integration, peace, tolerance, inclusion elimination of hate speech and elimination of tribalism in the institution.

2.3 Student involvement in decision making and students' discipline

Onyango (2007) noted that decision-making can be regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice that may or may not prompt action (Pathfinder International, 2006). Decision-making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker (Wayson and Lasley, 2014). Decision-making is one of the central activities of management and is a huge part of any process of implementation. In academic circles, it is thought that if humans are rational and free to make their own decisions, then they would behave according to rational choice theory. Onyango (2007) therefore states that school managers and administrators can be used to influence a foray of school activities from academics to discipline by use of rational decision making. The students' can be allowed to give views on some of the issues affecting them in school and the BOM members can use this in decision making for it will be hard for the student to violate what they have already suggested.

Kellam (2008) in trying to explain the elements of decision making and how it can influence discipline in schools put forward certain issues to be considered. 1) Perception: recognizing that a discipline problem exists; Interpretation: identifying competing explanations for the discipline problem, and evaluating the drivers behind those interpretations; Judgment: sifting through various possible actions or responses and determining which is more justifiable; Motivation: examining the competing commitments which may distract from a more moral course of action and then prioritizing and committing to moral values over other personal, institutional or social values; Action: following through with action that supports the more justified decision. Integrity is supported by the ability to overcome distractions and obstacles, developing implementing skills, and ego strength; lastly reflection in action.

Pathfinder International (2006) and Onyango (2007), a better way of handling indiscipline would be to trace the background of the student to rule out sociogenic, psychogenic or child-damaging influence and be sure the one explanation given for the misbehaviour of the student is justified. Admittedly, negative peer influence is a strong pull to conform to the standards of the peers and this manifests itself in practices like drug use and abuse or plain rebellion, which contribute to aggressive behaviour. Nonetheless, administrators need to exercise proper decision making in establishing this fact. In this case, peers would

be a better resource since they share a lot of time together and understand the slang they would ordinarily coin for such outlawed practices. Onyango (2007) adds that more often than not, institutional administration point out growing indiscipline among learners as the single-most important cause of conflict in educational institutions. Occasionally, parents may be blamed for poor upbringing. However, in Stewart, and Pathfinder International's view, exclusion of the learners in the decision-making and administrative process is a major contributing factor. Learners need not to be included *per se* in the formulation of rules and regulations, rather their views on any decisions that would generally affect them should be sought indirectly through organized groups like peer counselling. They may be called in to contribute views as to how a specific problem may be tackled. Their ideas may just provide a wide range of problem-solving options for the administration and in the process induct them with higher cognitive skills like problem-solving and critical thinking (Kellam, 2008).

When this happens, students would own up whatever decisions that may be taken about their problems and defend the idea amongst their peers. Wayson and Lasley (2014) sums up by observing that in a well-disciplined school, rules, sanctions, and procedures developed with input from students, are clearly specified, and are made known to everyone in the school. Student participation in developing and reviewing school discipline programmes creates a sense of ownership and

belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable. However, in Stewart, and Pathfinder International's view, exclusion of the learners in the decision-making and administrative process is a major contributing factor. Learners need not to be included *per se* in the formulation of rules and regulations, rather their views on any decisions that would generally affect them should be sought indirectly through organized groups like peer counselling. They may be called in to contribute views as to how a specific problem may be tackled. Their ideas may just provide a wide range of problem-solving options for the administration and in the process induct them with higher cognitive skills like problem-solving and critical thinking (Kellam, 2008). When this happens, students' would own up whatever decisions that may be taken about their problems and defend the idea amongst their peers.

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2.4 Giving of rewards and students' discipline

Rewarding disciplined students' fall within what scholars call School-Wide Positive Behavioral Support (SWPBS). SWPBS is a comprehensive and preventive approach to discipline (Sprague & Golly, 2004). The primary aim of SWPBS is to decrease problem of behavior in schools and classrooms and to develop integrated systems of support for students' and adults at the school wide, classroom, and individual student (including family) levels. SWPBS is based on the hypothesis that when faculty and staff members actively teach, using modeling and role playing, and reward positive behaviors related to compliance with adult requests, academic effort, and safe behavior, the proportion of students' with mild and serious behavior problems may be reduced and the school's overall climate may improve (Sugai, Horner, & Gresham, 2012).

When the BOM organizes for rewarding of disciplined students', most students' decided to adhere to school rules and regulations and work hard to meet the standards of BOM so as to be rewarded. The goal is to establish a positive school and classroom climate in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored. Research-based support programs for students at risk of antisocial behavior follow a three-tier approach, operating at the *universal* (school wide), *selective* (for students who are at risk), and *indicated* (for students who are the most chronically and intensely at

risk) levels. The greater the student's need, the more intense and detailed that support should be. Selective and indicated supports should be based on the principles and procedures of applied behavior analysis to define behavioral challenges, complete functional behavioral assessments, and design effective and efficient procedures for correcting patterns of problem behavior in conjunction with student- and family-centered planning approaches (Turnbull, 2009). Research suggests that schools can establish clear expectations for learning and positive behavior while providing firm but fair discipline.

SWPBS builds on a solid research base to design alternatives to ineffective administrative, teaching, and management practices in a school (Mayer, 2005). These include (a) setting a small number of positively stated rules and expectations (Colvin, Kame'enui, & Sugai, 2003), (b) teaching appropriate social behavior (Sugai & Fabre, 2007), (c) monitoring compliance with rules and expectations, (d) consistently enforcing rule violations with mild negative consequences (Acker & O'Leary, 2007), and (e) providing a rich schedule of positive reinforcement and rewards for appropriate social behavior (Walker & Buckley, 2004). The behavior support strategies needed to establish a school wide social culture should be supplemented with classroom interventions and individualized supports for students with chronic and intense problem behavior. SWPBS schools also provide regularly scheduled instruction in desired social

behaviors to enable students to acquire the necessary skills for the desired behavior change, and they offer effective motivational systems to encourage students to behave appropriately (Turnbull, 2009).

2.5 Motivational talks and students' discipline

The discipline of every school heavily depends upon the establishment of group norms and expectations (Dean 2009). It is essential that the students' are lead to accept as far as possible the school ethos and preferences modes of behavior. The BOM has the responsibility of making sure that the school has programs where the students' are advised and made aware of the school rules and regulations and the importance of adhering to them. The students' should learn the benefits of good discipline and how it would make them better and responsible citizens in future. Bek(2013) urges that young people are growing up in a difficulty and confusing world where values and standards vary very considerably and where there is no easy task in many situations to decide right from wrong.

During the motivational talks programs discipline should be instilled because discipline exposes children to way of handling the challenges and obligations of living and it keeps individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility (Dean 2009). As Okumbe (1999) urges that appropriate disciplinary measures must be

used on undisciplined students' where the measures can be either preventive or corrective. The students' should be made aware through motivational talks that the disciplinary measures are not put in place to harm them but to make them attain their goals and become better adults. Managing discipline in secondary schools demand appropriate skills, knowledge and attitudes if those involved in managing discipline are to be effective (Okumbe, 1999). The BOM members should plan well on how the motivational talk programs would be carried out and select well on those who will be participating in the talks.

Research also supports the importance of school bonding and supportive relations between teachers and students (Hamre & Planta, 2006), Hawkins, Farrington & Catalano, 2008; Osterman, 2010), as well as developing positive peer relations (Buhs & Ladd, 2001; Rubiri, 2006). Under such conditions, students are more likely to internalize school values (Werzel, 2004), exhibit on task behavior (Battistish, Solomon Watson & & Schaps, 2007), exhibit less oppositional and antisocial behavior (Meehan, Hughes, and Cevell, 2013), and have fewer conflict with teachers and peers (Hamre, Planta, Downer & Mash burn, 2008. Social support and relationships are particularly important for children at greatest risk for school disengagement and problem behaviours (Hamre, 2008). Finally, SEL recognizes the importance of supportive home – school relationships in the prevention and correction of misbehavior (Haynes, Emmons & Ben - 2007).

2.6 Peer counseling and students' discipline

Peer counseling is a noteworthy self-management practice in Kenyan schools. According to Eggert (2007), guidance and counselling programme in a school combine a variety of services directed toward helping the students' overcome personal problems. The success of the programme depends on the involvement and inclusion of students' in addressing and generation of solutions to their own problems. Eggert suggests that the programme should frequently make use of Para-professionals who are often recruited from the same student body. This means that the peer counsellors, as they are called, be trained from the students' body so that they form part of the social support for needy students'. The students' may help the counsellor understand their needs better and provide services in a more acceptable manner.

The BOM has a responsibility of organizing for counselling programs and also for training of the cancellers. It is also the responsibility of the BOM to make sure that discipline issues are discussed during the counselling programs. Self-management through acts like peer counseling falls within the SEL approach to developing self-discipline. SEL focuses on developing individual qualities, strengths, and assets related to social, emotional, cognitive, and moral development and positive mental health (Berkowitz, Sherblom, Bier, & Batistich, 2006; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). The proximal

goals of SEL programs are self-awareness, self-management, social awareness, relationship skills, and responsible decision making, which, in terms of discipline, provide a foundation for more positive social behaviors and fewer conduct problems and improved academic performance (Durlak et al. 2004). SEL helps develop the social and emotional capacities that enable students to realize the discipline-related goals of character education, which include responsible decision making grounded in moral reasoning and the capacity to exhibit such qualities as respect, resilience, and bonding with others, resolving conflicts appropriately, caring, and self-understanding (Berkowitz & Schwartz, 2006).

In comparison with SWPBS, SEL's roots are quite diverse. SEL evolved from research on prevention and resilience (Greenberg, Domitrovich, & Bumbarger, 2001). Durlak, (2013) suggest that SEL's conceptualizes drew from Waters and Sroufe's (1983) description of competent individuals having abilities "to generate and coordinate flexible, adaptive responses to demands and to generate and capitalize on opportunities in the environment" (p. 80). SEL has also built upon research in youth development (Catalano, 2004; Hawkins, Smith, & Catalano, 2004) and positive psychology (Seligman & Csikszentmihalyi, 2000). Although there have been systematic reviews of empirical findings that relate to SEL (Denham & Weissberg, 2004; Durlak, 2013), no definitive document delineates the relationships between and among the many.

SEL integrates building capacities and conditions for learning. Capacities focus on integrating cognition, affect, and behavior—and build on social-cognitive theory, including information processing and problem solving (Bandura, 1986; Crick & Dodge, 1996; Spivack, Platt, & Shure, 1976), self-control (Meichenbaum, 1977), resilience (Werner, 1982), connectedness (Schaps, Battistich, & Solomon, 2007), character education (Berkowitz, 2006), and neurocognitive development (Greenberg, Kusche, & Riggs, 2004). Conditions emphasize creating opportunities for skill application and learning and recognition for successful skill application (Catalano, 2004; Hawkins, 2004). Research demonstrates that both problematic and pro-social behaviors are mediated by social-cognitive processes and emotional processes. For example, Dodge, Coie, and Lynam (2006) identified social information-processing skills that differentiate aggressive and nonaggressive children, including impulse control, interpretation of hostile intentions in others, number and quality of solutions generated when faced with interpersonal problems, personal and social goals, and self-efficacy.

Research in emotions shows that aggressive children have difficulty regulating their emotions and are less likely than other children, especially those who are more pro-social, to experience empathy and guilt—the two emotions most closely related to antisocial and pro-social behavior (Eisenberg, 2006; Hoffman, 2000).

Likewise, moral reasoning research demonstrates that, unlike pro-social children, antisocial children tend to focus more on themselves, focusing on the rewards and consequences for their behavior, with limited empathy-based guilt. (Manning & Bear, 2002; Stams, 2006).

Slater and McKeown (2004) and Frankel (2006) view that role of peer counselling in secondary schools to include adequate school adjustment and ease transition between primary and secondary schools. The BOM should work hard to offer culture where students' have respect for each other and a welcoming spirit to the new comers. The form one Peer support radically reduces bullying, improves classroom behaviour and lowers teacher stress levels. Weaver (2006) observes that through classroom instruction, role-playing and skill building activities, peer counsellors are trained to help their fellow students' in addressing their needs. BOM members on their part can contribute to the success of guidance and counselling (hence peer counselling) programme by providing the necessary support, films, videos and audio tapes, magazines, newspaper audio tapes, magazines, newspaper cuttings, radio and television (Sindabi 2006) as well as organizing for the training of the councillors.

2.7 Summary of related literature reviewed

The literature captured in this section has touched on the- first section has dealt with introduction, the second section- has dealt with the concept on students

discipline, the third section- has dealt with the students involvement in decision making and the influence it has on student discipline, the fourth section- BOM rewarding disciplined students and the influence it has on students discipline, the fifth section- dealt with BOM provision of motivational talks and the influence they have on student discipline. The other section dealt with BOM provision of peer counseling facilities and the influence they have on students' discipline. Lastly is theoretical frame work followed by conceptual frame work.

2.8 Theoretical framework

This study was based on the Health Belief Model (HBM) as argued by Rosenstock, Strecher and Becker (1994). The HBM Model was revised and argued extensively by Rosenstock, Strecher and Becker, who analysed the key assumptions as: perceived susceptibility, perceived severity, perceived benefits, and perceived barriers with an added concept as cues to action. The assumptions of Health Belief Model are explained as follows: perceived susceptibility is the way one considers their chances of getting a condition that is the individual is seen to be at risk. The risk is based on a person's features or behavior; Perceived Severity is the level at which the severity of a condition is experienced depending on one's opinion of how serious a condition and its consequences. Perceived Benefits is described as one's belief in the efficacy of the advised action to reduce risk or seriousness of impact, for this to happen, one has to take define how,

where, when to action, while, clarifying the positive effects to be expected. Perceived Barriers illustrates one's opinion of the tangible and psychological costs of the advised action, while identifying ways of reducing the barriers through incentives, reassurance and any assistance offered. Cues to Action are the ability to strategize on actions to take, by providing the information on how to promote awareness, reminders on the action selected. Self-Efficacy is based on the confidence in one's ability to take action by provision of training, guidance in performing action (Rosenstock, Strecher and Becker, 1994).

The above assumptions of this theory has been useful in the study in that, susceptibility was explained by the fact that the older people have often shied away from discussing issues of sexuality with the youth. Traditionally, such matters were discussed by the aunties and uncles among other family members. Parents also took the responsibility to talk to the young people, however parents are too busy and not available to take up these roles and so it appears are the school administrators and managers. The BOM has the responsibility of organizing for guidance and counseling programs where the students' are guided how to go through some of the challenges they go through in the process of learning as well as maintain discipline. BOM should allow the students' also to make some decisions on some of the things affect them.

Young people, on the other hand find it easy to share such matters in confidence (Onyango, 2007). If young people perceive peer counseling services as a means of self-management to be of some benefit to them in addressing some of their issues like indiscipline, this will impact on their utilization of the self-management services. However, barriers do exist in the way that the young people interpret such services and this may include: comments from their own peers, the way they perceive BOM practices, among others. These has an impact either positively or negatively on the way they react to the school rules and regulations. This calls for the BOM to organise well on the provision of the facilities needed for peer counselling. According to the HBM assumptions perceived benefits can be explained as the assessment of the value of engaging in a health promoting behaviour. Due to the rewarding system organised by the BOM students' may decide to behave well and work hard in school so as to be rewarded. The motivational programs organised by the BOM may make the students' perceive of the benefits they be able to get after succeeding in their education and this may make them work hard and be able to persevere the perceived inconveniences, expenses and discomforts.

The weakness of this model is that the model is more psychological than educational and it's mostly used in heath – relate behaviors. Particularly in regard to the uptake health services. The model has been useful into this study in that

student's discipline is more psychological than physical. The student's behavior is determined by the way they perceive issues, such as the perceived severity; perceived susceptibility; perceived benefits and perceived barriers. The BOM should have an insight on how the secondary school students assess the practices offered to them, and how this affects their behavior either positively or negatively.

2.9 Conceptual framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Kenya has a code of discipline for students' in school (The Education act 1980). This code has been further elaborated in a manual for heads of secondary schools in Kenya (Ministry of Education 1979). School administrators are directed to exercise the prescribed methods to enhance discipline.

BOM Practices on student's discipline

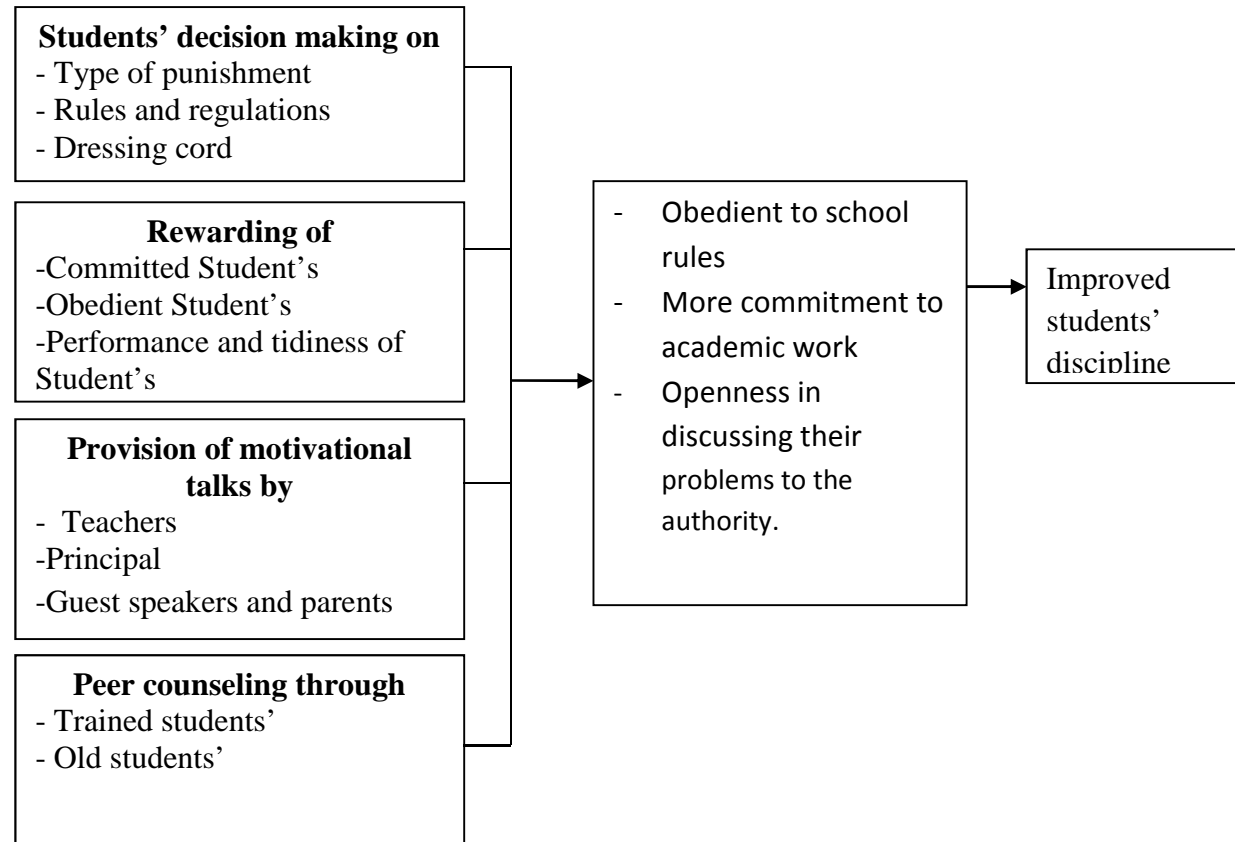


Figure 2.1 Relationship between factors influencing students' discipline.

Figure 2.1 reflects the concept of BOM practices on students' discipline in public secondary schools. Components which have been conceptualized as independent variables include; students decision making in relation to students' discipline, the rewarding of disciplined students' in relation to students' discipline, the provision of motivational talks by the BOM and how this has an effect on student discipline and also provision of peer counseling services and the extent they have an effect on students discipline in secondary schools.

The independent variable interplay with other variables (moderating variables) in order to enhance students' discipline in public secondary schools. These moderating variables includes the type of punishment to be given to the students' which the students should be aware of, the set school rules and regulations which the students should be involved in setting. Dressing cord which should be agreed by the students, BOM members and also the teachers for effective discipline control.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presented the procedures and methods that the researcher adopted for the study. It discussed the research design, target population, sample size, data collection methods, instrument validity, data analysis techniques, and ethical consideration.

3.2 Research design

This study adopted descriptive survey research design. In such a design, research inferences about relationships among variables are made systematically and empirically without direct control of independent variables because their manifestations have already occurred and also because they are inherently non-manipulatable (Kothari, 2004). This design used the descriptive survey method because it was suitable for studying the BOM practices and how they impact discipline in public secondary schools. The study also used the mixed method where both quantitative and qualitative data was gathered.

3.3 Target population

The BOM members, teachers and students' leaders who met the operational definition from the target population constituted the study population. The study

targeted the 32 public secondary schools within the 8 zones in Kibwezi Sub County.

Table 3.1: Target population

Zones	No. of Schools	Number of Teachers	Number of BOM members
Zone 1	3	74	21
Zone 2	4	76	24
Zone 3	4	77	24
Zone 4	4	76	24
Zone 5	3	66	22
Zone 6	5	84	26
Zone 7	4	76	24
Zone 8	5	82	27
Totals	32	611	192

Source: Sub County Education Officer, 2015

The Kibwezi sub county has 32 public secondary schools, 32 principals, 611 teachers and 192 BOM members. The findings were generalized to this population.

3.4. Sample size and sampling technique

A sample size is a sub-set of the population to which research intends to generalize the results (Wierma, 1986). For the purpose of the study 11 schools were randomly sampled. The researcher used purposive sampling technique where the principals and their deputies will be selected; the BOM chair persons and their vice chair persons and the student leaders. i.e President and deputy president. The researcher used stratified sampling techniques to select schools to participate into educational zones. This was followed by selection of schools in each zone (stratum) by use of simple random sampling techniques. Stratified sampling involves dividing the population into homogeneous sub-groups after which a simple random sampling procedure by lottery method is used to get school in each sub-group (Orodho & Kombo, 2002). According to Orodho (2005), the research population to be studied should be 30 percent of the study. Therefore, 30% of the population was used to select the respondents from the entire sub county. Who were then selected using simple random sampling to reduce biasness. The population sample is represented in Table 3.2.

Table 3.2 Sample size

Zones	No. of Schools	Number of Teachers	Number of BOM members	Number of students
Zone 1	1	23	7	6
Zone 2	1	23	7	6
Zone 3	2	46	14	12
Zone 4	1	23	7	6
Zone 5	1	23	7	6
Zone 6	2	46	14	12
Zone 7	1	23	7	6
Zone 8	2	46	14	12
Totals	11	253	77	66

From the 32 public secondary schools 11 schools were sampled, from 611 teachers 253 were sampled and from 192 BOM members 77 were sampled and 6 student leaders were sampled from each sampled school making a total of 66 students. Purposive sampling was used.

3.5 Research instruments

In order to explore the question on influence of BOM practices on students' discipline in public secondary schools, the views of teachers, BOM members and students' were sort. The main instrument for data collection was questionnaire.

Questionnaires were used to obtain information from principals and their deputies, BOM member and student leaders. The study adapted the questionnaire as a tool for data collection because was easy to administer and the researcher simultaneously collected information from respondent hence saving time.

There were four set of questionnaires, the principals, Teachers, BOM members and students questionnaires. The questionnaires consisted of four parts, part A had demographic information. Part B consisted of items on involvement of students in decision making , part C consisted of items on rewarding disciplined students by BOM and how it influences student's discipline, part D consisted of items on motivational talks and student's discipline and part E consisted of items on BOM promotion of peer counseling on student's discipline.

3.6 Validity of research instruments

Validity can be defined as the degree to which a test measures what it is supposed to measure. Pre-testing was conducted to assist in determining accuracy, clarity and suitability of the reassure instruments. Borg and Gall (1989) notes that two to three cases were sufficient for some pilot studies. For the study, the samples of three were sufficient. Content validity was most relevant for the study. This is because it was concerned with how well the content of the instrument samples the kinds of things about which conclusions were to be drawn. Joppe (2000) further

argues that content validity refers to the extent to which a measure represents all facets of a given social construct. To establish validity of the instruments, the researcher used a panel of experts in the education field to identify the content area and ascertain content validity.

3.7 Reliability of the research instruments

Several methods were employed to enhance the reliability of the research instruments. The pilot test results were used to correct ambiguities, repetitiveness and jargon in the questionnaires to ensure their reliability. The triangulation method that is used of varied data sources enhanced the reliability. According to Gall, (2003) triangulations eliminates biases arising from relying exclusively on any one data collection method.

3.8 Data collection procedures

The researcher got an introductory letter from the Department of Education of University of Nairobi to enable her to get a research permit from National Council for Science and Technology before proceeding to the field. After acquiring the permit, the researcher further sort permission from the Kibwezi Sub-county Education Officer to enable her conduct research in the selected schools. Further, the researcher sort permission from the head teachers of the selected schools to be allowed to conduct the study. On the actual dates of the study, the researcher

visited individual schools and conducted the research. The questionnaires were issued to selected respondents by the researcher.

3.9 Data analysis technique

Based on the data evaluation instruments, quantitative and qualitative data analytical techniques were utilized; descriptive analysis was employed in data analysis. Descriptive analysis was used to describe the results in the form of frequencies and percentages. Inferential analysis in the form of Pearson Correlations analysis was used to work out various measures that show the relationship between two or more variables, which for this study included BOM practices and discipline issues. The computer package of SPSS version 20 was used to aid in the analysis. Then Data from questionnaires was presented in tables. Qualitative data from the interview schedule was analyzed in themes and categories identifying similarities and differences that emerge and analyzed using narrative analysis.

3.10 Ethical considerations

McNamara (2004) highlights ethical concerns that ought to be adhered to before embarking on research. The same principle was adhered to by this researcher. The researcher, got consent from all respondents before handing over the questionnaire. The identity of people from whom information was obtained in the

course of the study was kept strictly confidential. The nature and purpose of the research was explained to the respondents by the researcher so as to allay any fears of other ulterior motives other than academic research. The participants were assured of anonymity; and their ability to withdraw from the study at will was also assured.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSIONS

4.1 Introduction.

This chapter presents research findings of the study which have been discussed under thematic sub-sections in line with the study objectives. The thematic areas includes questionnaire return rate, demographic characteristic of respondents, students decision making, rewarding of disciplined students, provision of motivational talks and provision of peer counseling facilities.

4.2 Questionnaire return rate

The researcher went to the field to collect data by administering questionnaires to principals, teachers, BOM members and students leaders. There were the main respondents who could give objective view on the variable under the study. The return rate is shown in Table 4.1

Table 4.1 Questionnaire return rate

Category of respondents	Administered	Returned	Percentage
Principals	11	10	90.9
Teachers	253	180	71.1
BOM Members	77	50	67.9
Students	66	60	90.9
Totals	407	300	73.7

The results in Table 4.1 indicate a total of 66 questionnaires were administered to the students and 60 were returned for analysis which formed 90.9 % return, 10 out of 11 principals responded hence response rate was 90.9%. On the same note 180 teachers responded, response rate was 71.1% and the BOM members' response rate was 67.9%. Mugenda and Mugenda (2003) notes that a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and that of 70% and above is very good. This therefore meant that the questionnaire return rate of 90.9%, 71.1%, 67.9% and 90.9 % was appropriate for the study. The questionnaire return rate was high because the researcher ensured that the respondents had been sensitized prior to administration of the questionnaires. The questionnaire were then administered and collected on the same date by the researcher.

4.3 Demographic characteristics of respondents

The demographic characteristic that were considered in this section included gender, age, academic qualification and length of service.

The respondents were asked to indicate their gender. The results are shown in Table 4.2.

Table 4.2Distribution of respondents by gender

Category	Male		Female	
	f	%	f	%
Principal	8	72.7	2	27.3
Teachers	120	66.6	60	33.4
Students	30	50.0	30	50.0
BOM Members	32	64.0	18	36.0

The results in Table 4.2 indicates that there are more (8) male principals than (2) female principals in Kibwezi Sub-County. The findings also indicate that he male teachers (120) are more than the female teachers (60) in this region. The same appear to the BOM members where males (32) are more than the females (18). There was no gender biasness in selection of the students.

The researcher collected principals and teachers demographic data on age. This is shown in Table 4.3

Table 4.3 Age Distribution for Principals and Teachers

Age bracket in yrs	Principals		Teachers	
	f	%	f	%
≥50	5	50.0	55	30.6
41-49	3	30.0	77	42.7
31-40	2	20.0	28	15.6
30 and below	0	0	20	11.1
Total	10	100.0	180	100.0

Table 4.3 indicates that 50% of the Principals and 30.6% of the teachers in the selected school were 50 years and above, while 30% of the teachers fall in the 41-49 years bracket. Only 11.1% of teachers were below 30 years. This shows that the principals and the teachers selected are in a position of telling the best practices to be given to the secondary student for influence of their discipline.

The students were asked to give out their respective age bracket from the options that were available to them to choose from. This was crucial to determine the age of school-going students as it is stated in the constitution that a certain age bracket qualifies one to be an adult. That is 18 years and above. This is shown in Table 4.4

Table 4.4 Distribution of students by age

Age	Frequency	Percent (%)
16-18	44	73.3
19-25	16	26.7
Total	60	100.0

The majority of the student leaders 44 (73.3%) were between 16 – 18 years old followed by 16 (26.7%) students whose ages ranged between 19-25 years and none in 15 and below years category. This shows that most of the students' leaders are mature enough to lead the others.

The data on the academic and the professional qualifications is shown in Table 4.5

Table 4.5 Qualification of the Principals and Teachers

Category	Principals		Teachers	
	f	%	f	%
Diploma	0	0.0	70	38.9
Bachelor in Education	6	60.0	88	48.9
Masters	4	40.0	22	12.2
Total	10	100.0	180	100.0

The data on Table 4.5 shows that the majority 6 (60%) of the principals had first degree as the highest education level while 4(40%) of the principals had masters degree as the highest education level. It also shows 70(38.9%) of the teachers had

diploma in education, 88(48.9%) had the Bachelors in Education while 22(12.2%) of teachers had masters in education. This implies that the teachers and the principals were qualified to handle their positions and therefore form the right respondents for practices influencing students' discipline.

The principals and teachers were asked about their teaching experience in years. The finds are indicated in Table 4.6.

Table 4.6 Teaching experience

Experience in yrs	Principals		Teachers	
	f	%	f	%
Less than 1yr	0	0	20	11.1
2-5 yrs	0	0	60	33.3
6-10 yrs	2	20	50	27.8
Above 10 yrs	8	80	50	27.8
Total	10	100	180	100.0

The data on Table 4.6 shows that the highest proposition 8(80%) of the principals worked above 10 years. The highest proposition 50(27.7%) of the teachers also worked above 10 years. This implies that the sample principals and teachers had enough experience to respond to questions on influence of BOM practices on students' discipline in public secondary schools in Kibwezi Sub County.

4.4 Students' decision making and students' discipline.

The study investigated if the public secondary schools in Kibwezi Sub - County in Makueni County allow students to participate in decision making on things concerning their discipline. Views were sort from principals, teachers, BOM members and student leaders on those areas where the students are involved and which may have an effect on their discipline. The findings are presented on Table 4.7.

The data will be analyzed using means. It will be interpreted as follows:

Mean ≥ 3.5 - Agree; ≤ 2.9 - Disagree; = 3.0 Neutral

Key: SA = Strongly Agree (5) ; A=Agree (4) ; U=Undecided(3) ; D=Disagree (2) ; SD=Strongly Disagree (1) ;

Table 4.7 Principals responses on students' decision making

Statement	SA	A	U	D	SD	M
Students are allowed to make decisions on issues concerning their discipline	0	3	2	5	0	2.8
Students decision making help a lot in improvement of obedience to school rule	2	5	2	1	0	3.8
Teachers use decisions made by students to improve discipline issues	0	2	2	4	2	2.4
Student decision making has great improvement on students discipline	0	3	3	2	2	2.7

n= 10

Table 4.7 indicate that the majority of the principals agreed (mean 3.8) that students decision making has a positive effect on students' discipline, while a mean (2.8) of the principal showed that the students' are not allowed to make decisions on issues concerning their decisions. Myron (2009) states that in authoritarian leadership, leaders make all decisions concerning what, when, where and how things are done and who will do them and those who fail to carry out the instructions given are severely punished.

The teachers were also asked to give their comments on students' decision making and students' discipline. Their responses where as shown on Table 4.8

Table 4.8 Teachers responses on involvement of students in decision making.

Statement	SA	A	U	D	SD	M
Students are allowed to make decisions in the school	10	80	40	35	15	3.2
Students' involvement in type of punishment to receive has contributed to improvement of students' discipline	0	30	50	90	10	2.6
Students decision making has contributed in improvement in academic performance	18	90	40	30	2	3.5
Students decision making has improved teacher learner relationship	20	70	20	60	10	3.2
Student decision making has greatly improved student discipline	20	60	28	42	30	2.9

n=180

Table 4.8 indicate a mean of (2.6) which shows that the teachers disagree with the statement that the students' are allowed to make decision on issues concerning their discipline. Wayson and Lasley (2014) argued that if humans are rational and free to make their decision them they would behave according to rational choice theory. A mean of 3.5 indicates that the teachers agreed with the statement that student decision making contributes greatly on improvement in their performance.

The students were asked to give their comments on involvement of students' in decision making and its influence on students' discipline. The responses are as in Table 4.9.

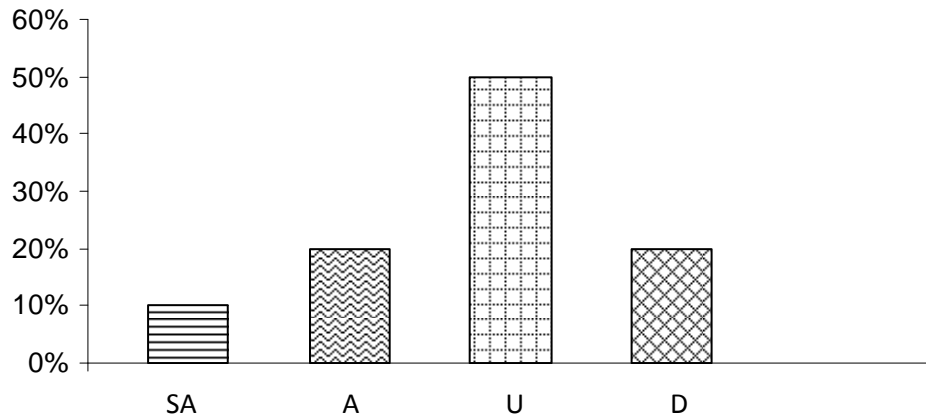
Table 4.9 Students' responses on students' decision making and students' discipline

Statement	SA	A	U	D	SD	M
Students give suggestions on type of punishment	0	0	0	60	0	2.0
Students' are allowed to select their leaders	50	10	0	0	0	4.8
BOM value and appreciate the role of student in decision making in addressing their discipline problems	0	0	20	30	10	2.2
Students decision making has contributed strongly on improvement of students discipline	25	30	5	0	0	4.3

n=60

Table 4.9 indicate that students are allowed to select their leaders according to majority of the student leaders (mean= 4.8), while others disagreed (mean=2.0) with the statement that they are allowed to suggest on the type of punishment to receive.

The BOM members were asked to give their comments on students’ decision making on issues concerning their discipline while in the school. Their responses where as shown in Figure 4.1



n = 50

Figure 4.1 Students should be allowed to give suggestion on issues concerning their discipline

The data on Figure 4.1 shows that (50%) of the BOM members are not aware whether the students are allowed to make decisions on issues concerning their discipline. This contradicts the basic Education act (2013) which states that the BOM is one of the parties involved in managing learners’ discipline.

4.5 Rewarding Disciplined Students and Students' Discipline

The researcher examined whether rewarding of disciplined students has an influence on students discipline. The study investigated whether there are rewarding programs in the public secondary schools for the disciplined students' in Kibwezi Sub County. Views were sort from principals, teachers, BOM members and students leaders of the sampled schools.

Principals were asked whether there were programs for rewarding disciplined students' in their schools. The responses were as shown in Table 4.10

The data will be analyzed in terms of means.

Table 4.10 Principal responses on rewarding of the disciplined students

Statement	SA	A	U	D	SD	M
BOM has introduced rewarding system for disciplined students	0	0	0	10	0	2.0
Rewarding of disciplined students have led to improvement on academic performance and behavior	0	0	0	8	2	1.8
Rewards are given frequently	0	0	0	9	1	1.9

n=10

The data on Table 4.10 indicates a mean of 1.8 that shows that principals strongly disagree with the statement on rewarding disciplined students' in public

secondary schools in Kibwezi Sub County. This might be enhancing indiscipline in the schools. Sprague and Golley, (2004) argues that the primary aim of SWPBS is to decrease problem of behavior in schools, to develop integrated systems of support for students' and reward positive behavior related to compliance in the adult request, academic effort and safe behavior.

The teachers were also asked to give their contributions on BOM organized rewarding systems for the discipline of the students in the public secondary schools in Kibwezi Sub County. The results are presented in Table 4.11

Table 4.11 Teachers responses on BOM rewarding disciplined students' and student discipline

Statement	SA	A	U	D	SD	M
There is rewarding system in our school for disciplined students'	10	100	10	60	0	3.3
Rewarding has contributed to improvement of students discipline	50	120	10	0	0	4.2
BOM needs to improve the rewarding of discipline in the school	100	80	0	0	0	4.6
Rewarding has led to improvement of students performance	40	90	10	40	0	3.7

n=180

The data on Table 4.11 shows a mean of 4.6 indicating that the teachers strongly agreed that the BOM needs to improve the rewarding systems in their schools. A mean of 4.2 shows that teachers agreed that the rewarding system is a better way for improving students' discipline. Sugai, Horner and Gresham, (2012) states that when faculty and staff members actively teach using modeling and role playing and reward positive behaviors related to compliance with adult request, academic effort and safe behavior, the proportion of students with mild and serious behavior problems will be reduced and the school overall climate will improve. The opinions of the students' leaders were also sought on rewarding and student discipline. The findings are presented on Table 4.12.

Table 4.12 Students responses on rewarding disciplined students'

Statement	SA	A	U	D	SD	M
BOM provide rewarding for disciplined students	0	0	50	10	0	2.8
There is rewarding for academic performance	20	40	0	0	0	4.3
Rewards are given frequently and this has improved students' performance	10	30	10	10	0	3.6
Rewarding of disciplined students needs to be improved	10	50	0	0	0	4.2
Rewarding has greatly improved students' discipline	20	34	6	0	0	4.2

n=60

The data on Table 4.12, show a mean of 2.8 which indicates the students' disagree with the statement that the BOM provides rewarding system for disciplined students'. However a mean of 4.2 shows that the students strongly agree that rewarding of disciplined students need to be improved in public secondary schools in Kibwezi Sub County. Turnbull, (2009) argues that school should provide regularly schedule instruction din desired social behavior to enable students' to acquire the necessary skills for the desired behavior change, and they offer effective motivational systems to encourage students to behave appropriately.

The study also required the BOM members in the selected schools to give their opinions on rewarding of the disciplined students'. It was found out as shown in figure 4.2

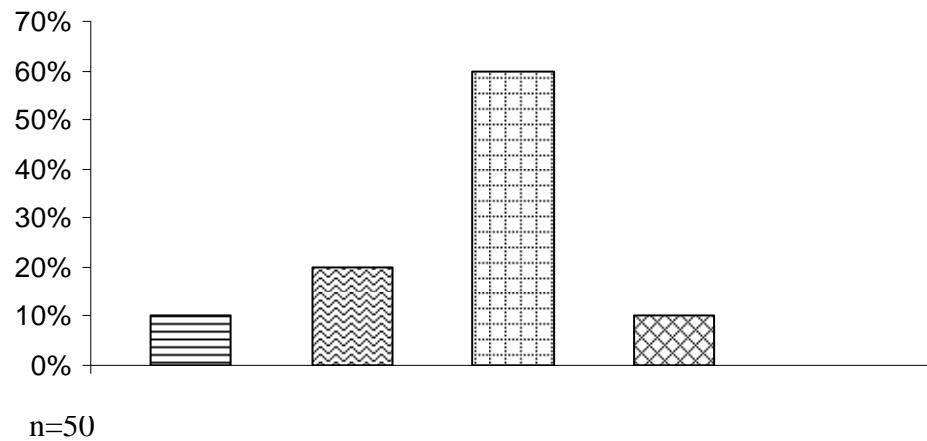


Figure 4.2 There is need of rewarding disciplined students’ in public secondary schools

The data on Figure 4.2 shows that the highest proposition 30(60%) of BOM members were not sure whether it was important to reward discipline students’ in public secondary schools. Basic Act (2013) states that one function of BOM is to provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and the non-teaching staff at the institution. The BOM members ought to know that they have a responsibility of encouraging the students’ to be disciplined and one way is by rewarding good discipline.

4.6 BOM provision of motivational talks and students' discipline

The researcher accessed the extent to which BOM provided motivation talks to public secondary schools in Kibwezi Sub County. Responses were sought from principals, teachers, students' leaders and BOM members of the selected schools.

The principals were asked to recommend on the extent they agree or disagree with the given statements on provision of motivational talks in their schools. Their responses were as shown in Table 4.13

The data will be analyzed in terms of means

Table 4.13 Principals responses on motivational talks and student discipline.

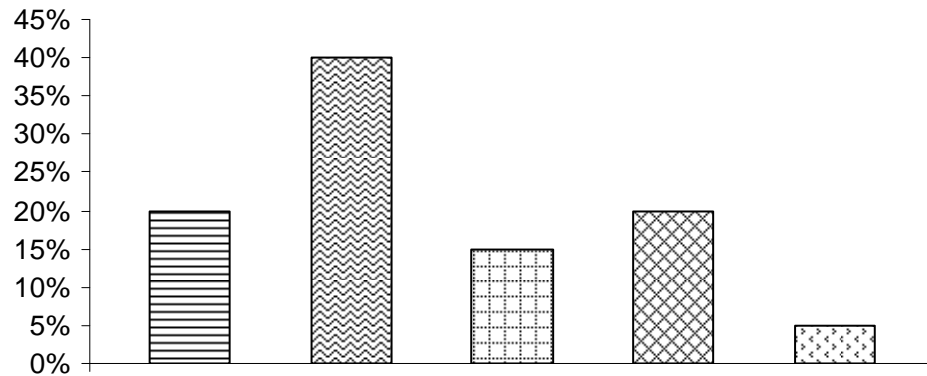
Statement	SA	A	U	D	SD	M
The BOM facilitate motivational talk to curb discipline in the school	1	6	1	2	0	3.6
The BOM facilitate motivational talk to curb discipline in the school	1	6	1	2	0	3.6
The talks have made students to be open to their leaders in case of any problem	2	7	0	1	0	4.0
The talks have greatly enhanced discipline in our school	1	2	3	4	0	3.0

n= 10

The data on Table 4.13, a mean of 4.0 shows that the principals agreed that motivation talks makes students' open to their leaders in case of any problem, which might be influencing students discipline positively. Research supports the

importance of school bonding and supportive relations between teachers and students' (Hamre and Pianta, 2006; Howkins, Farrington and Catalano, 2008; Osterman, 2010). A mean of 3.0 shows a disagreement of the principals with the statement that the talks enhance discipline in secondary schools.

The teachers were asked whether provision of motivational talks in public secondary schools have any relevance to student discipline. The responses results are shown in Figure 4.3.



n=180

Figure 4.3 Motivational talks have contributed to improvement of students' discipline.

The data on Figure 4.3 shows that the highest proportion 72(40%) of the teachers agreed that provision of motivational talks contribute greatly on students' discipline in secondary schools. This may be due to poor provision of the motivational talks in the secondary schools.

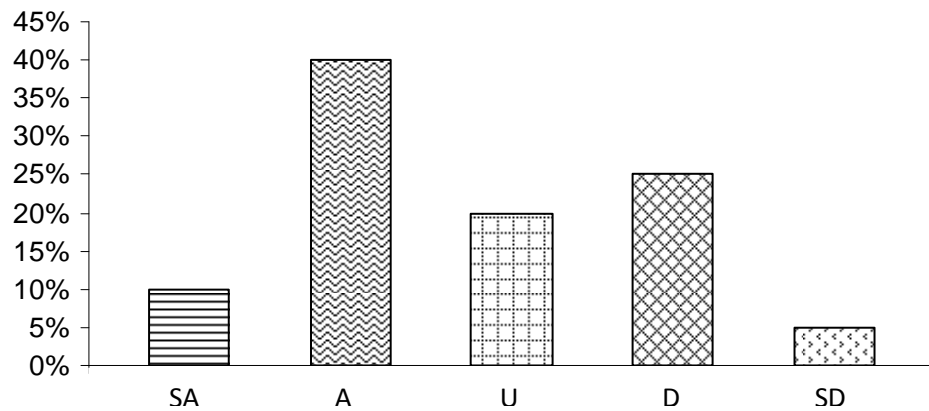
The students leaders were asked whether there is provision of motivational talks in the schools and whether the talks are have any relevance on students' discipline. It was found out as shown in Table 4.14

Table 4.14 Motivational talks enhance discipline in public secondary school

Response	Frequency	Percentage
Strongly Agree	30	50.0
Agree	17	28.3
Undecided	3	5.0
Disagree	7	11.7
Strongly Disagree	3	5.0
Total	60	100.0

The data on Table 4.14 indicate that the highest proportion 30 (50%) of the students strongly agree that motivational talks enhance discipline in public secondary schools. Dean, (2009) argues that during motivational talk's programs discipline should be instilled because discipline exposes children to way of handling the challenges and obligations of living and keeps individuals with personal strength need to meet the demand imposed to them by the school and later adult responsibility.

The BOM members were also asked to give their comments on relevance of motivational talk's on student discipline. It was found out as shown in Figure 4.4



n=50

Figure 4.4 BOM provided motivational talks need to be improved to enhance students' discipline.

The data on Figure 4.4 shows that the highest proportion 20 (40%) of the BOM members agree that the BOM provided motivation talks in public secondary school need to be improved in order to enhance students' discipline. Basic Act, (2013) states that it is a function of BOM to promote the spirit of cohesion , integration, peace, tolerance, inclusion, elimination of hate speech and elimination of tribalism in the institution.

4.7 BOM promotion of peer counseling and student discipline.

The researcher wanted to find out whether there are peer counseling programs in the public secondary schools in Kibwezi Sub County. The Researcher wanted to investigate the influence of peer counseling in students' discipline. The respondents who were the principals, teachers, BPM members and student leader from the selected school were asked to give their comments.

The data will be analyzed in means

The principals were asked to give their comments on provision of peer counseling facilities in their schools and how it influences students' discipline. The finds were as shown in Table 4.15

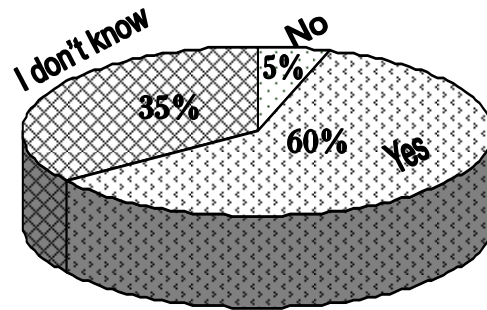
Table 4.15 Principals responses on promotion of peer counseling and students' discipline.

Statement	SA	A	U	D	SD	M
There are peer counseling programs in the school	4	6	0	0	0	4.4
Peer counseling has improved teacher- student relationship	2	4	0	4	0	3.4
The counseling has made students' develop positive attitude towards themselves	3	5	0	2	0	3.9
Such programs have led to students' improvement in academic work	3	6	0	1	0	4.1
The program has been effective in promoting students' discipline	2	4	0	4	2	3.4

n=10

According to the data on Table 4.15, a mean of 4.4 shows that the principals agreed that the peer counseling is provided in their schools and a mean of 4.1 shows that principals agreed that this peer counseling have been effective in promoting students' discipline. Eggert, (2007) argues that guidance and counseling programs in a school combine variety of services directed towards helping the students overcome personal problems.

The teachers were asked of the provision of peer counseling programs in the secondary schools had an influence on students' discipline. The findings were as shown in Figure 4.5



n=180

Figure 4.5 Peer counseling services have helped students improve in both academic and discipline.

The data on Figure 4.5 shows that the majority 108 (50%) of the teachers agree that the peer counseling services have greatly contribution on improvement of students' discipline. Slater an Mckeown, (2004) and Frankel, (2006) view that role of peer counseling in secondary schools include adequate school adjustment and ease transition between primary and secondary schools.

The student leaders were asked their level of agreement on provision of peer counseling services in their schools and whether these services in the schools and

whether these services influence student discipline. The findings are presented in Table 4.16

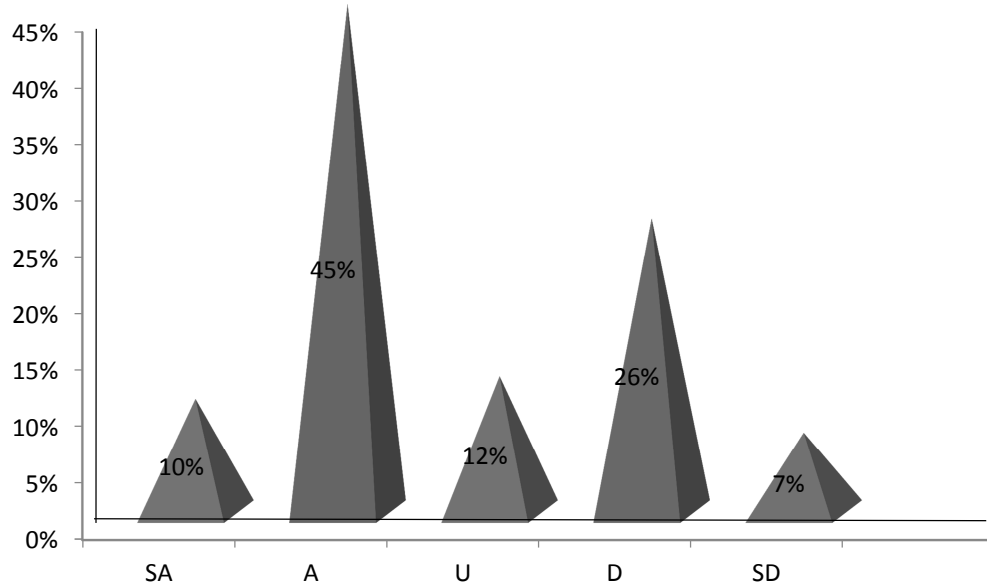
Table 4.16 Students responses on BOM promotion of peer counseling on students discipline

Statement	SA	A	U	D	SD	M
There is provision of peer counseling programs in the school	10	10	5	25	10	2.7
Peer counseling services have led to improved obedience to school rules and regulations	10	40	5	5	0	3.9
The BOM need to improve Peer counseling services in the school	44	10	6	0	0	4.6
Promotion of peer counseling has been effective in promoting students' discipline	20	15	20	5	0	3.8
Total	75	36	35	10	3.7	84

The data on Table 4.15, indicates a mean of 4.6 which shows that the students' strongly agree that the BOM need to improve peer counseling services in the school. Berkowitz and Schwartz, (2006) Durlak, (2004) argues that the counseling SEL programs bring about self- awareness, self – management, social awareness, relationship skills and responsible decision marking , which interms of discipline

provides a foundation for the more positive social behavior and fewer conduct problems and improve academic performance.

BOM members were asked their level of agreement on the provision of peer counseling facilities in public secondary schools in Kibwezi Sub County. The results are shown in Figure 4.6.



n=50

Figure 4.6 Peer counseling has a great influence on student discipline in public secondary schools.

The data on Figure 4.6 shows that the highest proportion (45%) of the BOM members agree that the promotion of peer counseling has a great influence on student discipline in secondary schools. Basic Act, (2013) states that it is the responsibility of BOM members to promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of speech and elimination of tribalism at the institution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study in a summary and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

5.2 Summary of the study.

The purpose of the study was to establish the influence of BOM practices on students' discipline in public secondary schools in Kenya. It was guided by the objectives that revolve on the BOM practices on students' discipline such as, to establish whether BOM involvement of students in decision making influence students' discipline in public secondary schools in Kibwezi Sub – County; to determine how the BOM giving of rewards influence students discipline in public secondary school in Kibwezi Sub – County; to access how the BOM provision of motivational talks influence students' discipline in public secondary schools in Kibwezi Sub – County; to establish how the BOM provision of peer counseling facilities influence students discipline in public secondary school in Kibwezi Sub–County.

The study employed descriptive survey design. The study sampled 30% of teachers to involve 11 principals and 253 teachers. It also involved 77 BOM members and 66 student leaders. This gave a total sample size of 407 respondents from the 11 public secondary schools. Questionnaire for teachers, principals, students' leaders and BOM members were used for data collection. Reliability analysis was done through test – retest method. Pearson's product moment's correlation gave a reliability of 0.7 for questionnaires which was considered reliable validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques, quantitative data was analyzed using descriptive statistics and presented in tables and graphs. Secondary data was obtained from Journals and school data base. Data collected was recorded and entered using statistical package for social sciences (SPSS). This assisted in determining the level of influence and depended valuables and on the depended valuables. The findings are summarized per object as follows.

Influence of student decision making on student discipline, a mean (3.8) indicated that principals agreed that students' decisions making has a positive effect on student discipline, a mean of 2.9 indicated teachers disagreement on the influence of students' decision making on student discipline. Frequency (60) of the students' leaders indicated that the students' were not allowed to make decisions

on issues concerning their discipline. On the other hand (50%) of BOM members indicated that they not sure whether students' decision making has an influence on student discipline in secondary schools. This therefore implies that students' are not allowed making decision on issues affecting them, and this influences students' discipline negatively in the public secondary schools in Kibwezi Sub County.

Influence of rewarding disciplined students' and students' discipline; a mean 1.9 principals showed strong disagreement on rewarding discipline. Frequency (100) of the teachers indicated strong agreement of teachers on BOM need for improving rewarding system for the disciplined students. A mean of 4.2 showed that the students agreed that rewarding of disciplined students' needs to be improved while a few 6 (10%) of the students were not sure whether rewarding has an influence on student discipline. Majority 30(60%) of the BOM members were not sure whether rewarding has any effect on student discipline. This therefore implies that rewarding of disciplined students' is not right and this influences students' discipline negatively.

Influence of BOM provision of motivational talks and student discipline; a mean of 4.0 indicated that the principals agreed that motivational talks make students open to discuss their problems, while 4 (40%) showed that motivational talks have not contributed much to student discipline. A proportion of 72(40%) of

teachers agreed that provision of motivational talk influence students' discipline positively, while 36 (20%) disagreed to the statement. 50% of the students' strongly agreed that motivational talks enhance discipline. While 13 (25%) of the BOM members disagree on the statement. This therefore implies that motivational talks programs are not well provided and this influences student discipline negatively.

Influence of BOM provided peer counseling facilities and student discipline; a mean of 4.4 indicated that the principals strongly agreed that peer counseling services are provided in the secondary schools while 4 (40%) disagreed that peer counseling have been influencing student discipline positively. Majority 108(60%) of the teachers agreed that peer counseling improves students discipline, while 63(35%) of the teachers disagree with the statement. Majority 44(73%) of the students agreed that the peer counseling services need to be improved. This therefore implies that the peer counseling facilities are partially provided and this influences students' discipline negatively.

5.3 Conclusions

The following conclusions were drawn from the research questions and the findings of the study. Students' are not allowed to give suggestions on issues concerning their discipline since from the findings BOM makes the main decisions in the secondary schools and the students are only allowed to select

their leaders. The decisions concerning the type of punishment to be administered to the student mainly comes from the school administration. In most schools students are rarely involved to give suggestion on things concerning their discipline.

In conclusion, student decision making is a strong tool on influencing students discipline and students' should be consulted for views as suggested by teachers and student leaders. Dictatorship demotivates the students. On the rewarding of the discipline students, the findings revealed that the BOM concentrates on the rewarding the academic performance other than the discipline. In most schools the findings showed that discipline is rewarded once in a year and only one or two students are rewarded as determined by the teachers. The teachers & the BOM should have a follow up of the students discipline by having an evaluation to gauge how rewarding is positively improving students discipline.

It was indicated that rewarding discipline alone seems to be wastage of resources; this demotivates the students' which must be negatively influencing student discipline. The study revealed that, the BOM rarely provides and organizes for motivational talks. The BOM facilitated motivational talks are not frequent. Findings showed that most school invite guest speakers once or twice in a year for motivational talks during prize giving days. It can be concluded that the

motivational talks found in the public secondary schools are organized by the school teachers. The teachers and the students' pointed out that the motivational talks make the students learn the benefit of good discipline. Majority of the teachers and the students' suggested that the BOM should be involved and support motivational talks in secondary schools which would have a positive influence on students discipline.

The study revealed that peer counseling is practiced in most of the schools since the study results pointed that in most of the schools there is a policy where the old students are given the responsibility of taking care of the new students' as they oriented them on the school culture. The teachers and the students' pointed out that there is need of training the students; counselors. Majority of the teachers had a view that there is an importance of having discipline committees as well as a discipline policy in the public secondary schools.

In conclusion, the BOM members in the public secondary schools need to review their practices on student discipline. Some of the established cultures in the public secondary schools need to be revised. Students need to be including in discipline committees in secondary schools so as to be able to accommodate their views.

5.4 Recommendations.

- i. There is need for the BOM in the public secondary schools to review their practices on student's discipline. The BOM should consider the Basic Educational Act (2013) on practices and measures which promotes student's discipline. This will make the public secondary schools learner friendly which will highly contribute to achievement of the educational goals.
- ii. However, there is need for more research using larger sample than was used in this particular study. There is also need for further research that address other issues which may have an effect on students discipline in order to document the specific BOM practices the influences student's discipline in secondary schools.
- iii. The immerging issues like advancement of technology should also be considered by the administrators so as to know the right ways of administering their practices on student's discipline.
- iv. The Sub County Director should arrange for workshops for both principals and BOM members to be sensitized of the practices which would influence students' discipline in secondary schools. The few secondary schools that seem to be carrying out the practices can be encouraged to teach others.

5.5 Suggestions for further research

Recommendation for further study includes the following;

- i. Further study should be done on the influence of BOM practices on student discipline and academic performance in public secondary schools since this study only focuses on discipline of the students'
- ii. Research should be done on the influence of BOM practices on the school performance.

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**APPENDIX A- LETTER OF ASKING FOR PERMISSION TO
COLLECTDATA IN THE SCHOOLS**

University of Nairobi
P.O Box 92,
Kikuyu
Date.....

Dear Sir/Madam

RE: PARTICIPATION IN RESEARCH

I am a student at the University of Nairobi carrying out a study on the influence of BOM practices on student discipline in public secondary schools in Kibwezi Sub County. Your school has been selected for the purpose of undertaking this study. You are therefore requested to give your honest response to the questionnaire attached to this letter. Your response will be appreciated and the information given will be used for only for the purpose of this study.

Yours faithfully,

Jane M. Kasimu

APPENDIX B- QUESTIONNAIRE FOR PRINCIPALS

This research seeks to investigate influence of BOM practices on students' discipline. You are kindly requested to provide information to these questions as honestly as possible. Response to this questionnaire will be treated as confidential. Please tick (√) where appropriate or fill the required information in the space provided

Part A Demographic Information

1. What is your gender?
 - a) Male { }
 - b) Female

2. What is your age bracket?
 - a) Below 30years { }
 - b) Between 31-40 years { }
 - c) Between 41-50 years { }
 - d) Above 50 years { }

3. What is your highest academic qualification?
 - a) Masters in Education { }
 - b) Bachelors in Education { }
 - c) Diploma in education { }

4. For how long have you served in your current position?
 - a) Below 1 year { }
 - b) Between 2-5 years { }

c) Between 6-10 years { }

d) Above 10 years { }

5. For how long have you been a principal in this school?

a) Below 1 year { }

b) Between 2-5 years { }

c) Between 6-10 years { }

Section B

Involvement of student's in decision making

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

Statement	SA 5	A 4	U 3	D 2	SD 1
Students are allowed to make decisions on issues concerning their discipline					
So far the decisions have greatly helped improve student discipline					
The involvement of student's in decision making on the type of punishment they should receive has contributed in improvement of their discipline.					
Student's decision making is a strong tool					

	SA	A	U	D	SD
	5	4	3	2	1
Teachers are willing to use the decision made by student's in addressing discipline problems among student's, which has contributed to the improvement of student's discipline					
The involvement of student's in decision making has made the student's become more committed to academic work and this has contributed to the improvement of student's discipline					
Commitment of student's in academic work has led to the improvement of their discipline					
The involvement of student's in decision making has led to openness in discussing their problems to the school authorities					
The involvement of student's in decision making has made the student's to improve in management of their time in the school					
The involvement of student's in decision making has greatly led to improvement of student's discipline					

Section C

Rewarding disciplined student's on student's discipline

7. Please indicate the extent to which you agree or disagree with the following statements. Please indicate by ticking [\surd] your view at the boxes

provided. SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree

	SA	A	U	D	SD
	5	4	3	2	1
BOM have introduced a rewarding system in our school for disciplined students					
The rewards system in the school for the disciplined student's has improved the student's obedience to school rules and regulations					
Rewarding of disciplined student's has led to improvement of student's academic performance					
The rewards are given frequently, about once a week, which has led to the improvement of student's discipline					
The rewarding system has made the student's more committed to their academic work which has also improved their discipline					
The rewarding system in the school has made the student's improve in time management which has led to improvement of student's discipline					
Rewarding of disciplined students has improved teacher –student relationship which has also improved student's discipline					
Such rewarding has greatly helped to improve student discipline					

8. What other ways can be used to enhance the rewarding system to effectively manage discipline in your schools?

Section D

Motivational talks on student’s discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
The BOM members gives or facilitates motivational talk to curb disciplines					
The motivational talks are done frequently, averagely once a month					
The provision of motivational talks has made the student’s to be obedient to school rules and regulations which has improved student’s discipline					
The motivational talks have led to students commitment to academic work which has improved student’s discipline					
The motivational talks have help the student’s to become open to their leaders in case of any problem					

	SA	A	U	D	SD
	5	4	3	2	1
The talks have improved teacher – student relationship which has contributed to improvement of their discipline					
Motivational talks have made students improve in time management which has improved student’s discipline					
The talks have greatly enhanced discipline in our school					

10. What other Motivational talk issues can be used to effectively manage discipline in your schools?

Section E

Promotion of peer counseling on student’s discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
There are peer counseling programs in the school					
The BOM has provided facilities for peer counseling in the school					
Peer counselling has improved teacher-student relationship and friendliness in the school which has improved student's discipline					
Peer counselling has enabled students in developing positive attitude towards themselves and this has improved student's discipline.					
Provision of Peer counselling services has improved student's obedience to school rules and regulations which has also improved student's discipline					
Provision of peer counselling has made the student's more committed to their academic work and this has led to student's discipline					
Peer counselling services has led students to manage their time well in the school which also has led to student's discipline					
Such promotion has been effective in promoting student discipline					

APPENDIX C- QUESTIONNAIRE FOR TEACHERS

This research seeks to investigate influence of BOM practices on students' discipline. You are kindly requested to provide information to these questions as honestly as possible. Response to this questionnaire will be treated as confidential. Please tick (✓) where appropriate or fill the required information in the space provided

Part A: Demographic Information

1. What is your gender?
 - a) Male { }
 - b) Female

2. What is your age bracket?
 - a) Below 30years { }
 - b) Between 31-40 years { }
 - c) Between 41-50 years { }
 - d) Above 50 years { }

3. What is your highest academic qualification?
 - a) Masters in Education { }
 - b) Bachelors in Education { }
 - c) Diploma in education { }

4. For how long have you served as a secondary school teacher?
 - a) Below 1 year { }
 - b) Between 2-5 years { }

c) Between 6-10 years { }

d) Above 10 years { }

5. For how long have you been a teacher in this school?

d) Below 1 year

e) Between 2-5 years { }

f) Between 6-10 years { }

g) Above 10 years { }

Section B

Involvement of student's in decision making

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

Statement	SA 5	A 4	U 3	D 2	SD 1
Students are allowed to make decisions on issues concerning their discipline					
Student's decisions making on the type of punishment they should receive has contributed in improvement of student discipline					
The involvement of student's in decision making has made the student's obedient to school rules and regulations which has contributed to the improvement.					

	SA	A	U	D	SD
	5	4	3	2	1
The BOM use the decision made by student's in addressing discipline problems among student's in the school which has contributed to the improvement of student's discipline					
The involvement of student's in decision making has made the student's become more committed to academic work and this has contributed to the improvement of student's discipline					
Commitment of student's in academic work has led to the improvement of their discipline					
The involvement of student's in decision making has led to openness in discussing their problems to the school authorities which has led to improvement of student's discipline					
The involvement of student's in decision making has made the student's to improve in management of their time in the school which has led to student's discipline					
The involvement of student's in decision making has greatly led to improvement of student's discipline					

7. In which other issue can the student's be involved in decision making to effectively manage discipline in the school?

Section C

Rewarding disciplined student's on student's discipline

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

	SA 5	A 4	U 3	D 2	SD 1
There is rewarding system in our school for disciplined student's					
The rewarding system in the school for the disciplined student's has improved the student's obedience to school rules and regulations thus improving student's discipline					
Rewarding of disciplined student's has led to improvement of student's academic performance which has led to improvement of student's discipline					
The BOM rewards the disciplined students frequently, about once a week, which has also led to the improvement of student's discipline					
The BOM needs to improve the rewarding system in the school					

	SA 5	A 4	U 3	D 2	SD 1
The rewarding system in the school has made the student's improve in time management which has led to improvement of student's discipline					
Rewarding of disciplined students has improved teacher –student relationship which has also improved student's discipline					
Such rewarding has greatly helped to improve student discipline					

9. What other ways can be used to enhance the rewarding system to effectively manage discipline in your schools?

Section D

Motivational talks on student's discipline

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

	SA 5	A 4	U 3	D 2	SD 1
The BOM members gives or facilitates motivational talk to curb disciplines					
The motivational talks are done frequently, averagely once a month teachers and guest speakers have been involved in provision of motivational talks					
The provision of motivational talks has made the student's to be obedient to school rules and regulations hence improve the student's discipline					
The motivational talks have led to students commitment to academic work which has contributed to improvement of student's discipline					
The motivational talks have help the student's to become open to their leaders in case of any problem which has improved student's discipline					
The BOM needs to improve the motivational talks issues in order to encourage positive discipline in the school					
Motivational talks have made students improve in time management and this has led to improvement of student's discipline					
The talks have greatly enhanced discipline in our school					

11. What other behaviors have been encouraged by motivational talk in your schools?

Section E

Promotion of peer counseling on student's discipline

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

	SA 5	A 4	U 3	D 2	SD 1
There are peer counseling programs in the school organized by the BOM					
The BOM has provided facilities for peer counseling in the school					
Peer counselling has improved teacher-student relationship and friendliness in the school which has led to improved student's discipline					
Peer counselling has enabled students to developing positive attitude towards themselves.					
Provision of Peer counselling services has improved student's obedience to school rules and regulations hence improved student's discipline					
Provision of peer counselling has made the student's more committed to their academic work .					

	SA	A	U	D	SD
	5	4	3	2	1
Peer counselling services has led students to manage their time well in the school					
The peer counselling services have helped to make the student's improve in their performance in academic work					
Such promotion has been effective in promoting student discipline					

13. Which other way can the BOM use other than peer counseling to effectively manage discipline in the school?

APPENDIX D: QUESTIONNAIRE FOR THE STUDENTS'

Dear student

I am a post graduate student at University of Nairobi currently carry out a research on “The influence of BOM practices on students’ discipline in public secondary schools in Kibwezi Sub County” this questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items by ticking (√) where appropriate.

- 1. What is your gender?
 - a) Boy { }
 - b) Girl { }

- 2. What is your age bracket?
 - a) Between 13-14years { }
 - d) Between 15-16 years { }
 - e) Above 16 years { }

- 3. Indicate your class
 - a) Form one { }
 - b) Form two { }
 - c) Form three { }
 - d) Form four { }

- 4. Give the name of your school.

Section B

Involvement of student’s in decision making on students discipline

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

Statement	SA 5	A 4	U 3	D 2	SD 1
The BOM makes the main decisions as regards discipline in the school					
Student’s are allowed to give suggestions on the type of punishment they have to receive					
Student’s are allowed to select their own leaders					
Student’s decision making has made students more responsible and more committed to their work which has contributed to improvement in student’s discipline.					
Students are allowed to give suggestions on most of issues concerning them and this has enabled them to improve in time management					
Teachers are willing to use the decision made by student’s in addressing discipline problems among student’s and these has improved Teacher-student relationship					
Student’s decision making has assisted in cultivating positive interpersonal relationships among students.					

6. Which other issues can the student's be allowed to give their suggestions to effectively manage discipline in the school?

Section C

Rewarding disciplined students on students discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
BOM have introduced a rewarding system in our school for disciplined students					
The rewarding system in the school has encouraged pupils to work hard hence being obedient to school rules and regulations					
The BOM need to improve their rewarding system to the discipline students					
The rewards are mainly intrinsic, that is, they are non-monetary and gives motivation and self worth to disciplined students					
The rewarding system in the school has made the pupil improve in their academic work					
The rewards are given frequently and this has improved the performance of the student's					

8. Which rewards should be introduced by the BOM to the disciplined student's in order to effectively manage discipline in your school?

Section D

Motivational talks on student's discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
The BOM members gives or facilitates motivational talk to curb disciplines					
The motivational talks are done frequently, averagely once a month					
The BOM facilitated motivational talks are popular among teachers and students and has led to improvement of teacher-student relationship					
Due to provision of the motivational talks, the student's have become moiré obedient to school rules and regulations hence improved student's discipline					
The BOM needs to improve such facilitation of motivational talks to ensure discipline is curbed					

	SA 5	A 4	U 3	D 2	SD 1
The motivational talks has encouraged the student's to work hard hence improve in their academic work					
Due to provision of motivational talks, the students have become good managers of time and this has also help them improve in their discipline					
The talks have greatly enhanced discipline in our school					

10. State some of the ways the BOM members can use to effectively manage discipline in the school?

Section D

Board of Management promotion of peer counseling on students discipline

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

	SA 5	A 4	U 3	D 2	SD 1
There is provision of peer counseling services in the school					
Peer counselling has improved teacher-student relationship and friendliness in the school.					
Peer counselling has enabled students in developing positive attitude towards themselves which has led to improved obedience to school rules and regulations					
Peer counselling has improved the level of discipline among students in the school and this is seen through good time management by the student's					
The BOM need to improve peer counseling services in the school					
The provision of peer counseling services has made the student's to become more committed to their work which has led to improved performance					
The commitment to academic work has contributed a lot to the improvement of student's discipline.					
Such promotion of peer counseling services has been effective in promoting student discipline					

12. Which other facilities can the BOM provide to effectively improve peer counseling services?

APPENDIX E: QUESTIONNAIRE FOR THE BOM MEMBER

Dear Sir/Madam

I am a post graduate student at University of Nairobi currently carry out a research on “The influence of BOM practices on students’ discipline in public secondary schools in Kibwezi Sub County” this questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items by ticking (√)where appropriate.

1. What is your gender?
 - a) Male { }
 - b) Female { }
2. What is your age bracket?
 - a) Between 25-30years { }
 - b) Between 31-40 years { }
 - c) Above 40 years { }
3. How long have you been a BOM member?
 - a) 1-2 years { }
 - b) 3-5 years { }
 - c) Above 5 years { }

Section B

Involvement of student’s in decision making

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

Statement	SA	A	U	D	SD
The BOM makes the main decisions as regards discipline					
So far the decisions have greatly helped improve student discipline					
The decision made has always been effectively communicated to all concerned with student discipline					
Student’s decision making has made students more responsible about their work.					
Students involvement in decision making has made them improve in obedience of the school rules and regulations					
Teachers are willing to use the decision made by BOM in addressing discipline problems among students.					
Student’s decision making has assisted in cultivating positive interpersonal relationships among students.					
Student’s decision making is designed for students with serious discipline problems only.					
Student’s decision making has made the student’s improve in time management					

Section C

Rewarding disciplined students on students discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
BOM have introduced a rewarding system in our school for disciplined students					
The rewards are mainly important because they make the student's more obedience to school rule and regulations					
The rewards are extrinsic, that is they are monetary or material rewards given to disciplined students					
The rewards are given frequently, to those students who are well disciplined					
The rewarding system in the school has led to improvement in performance which has improved student's discipline					
Since the time the BOM started rewarding disciplined student's, the student's seem to manage time well hence improved student's discipline.					

6. Which are the best rewards for the disciplined students, which can lead to improved student's discipline?

Section D

Motivational talks on students discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
There are programs for motivational talks in the school					
The BOM members gives or facilitates motivational talk to curb disciplines					
The motivational talks are done frequently, averagely once a month					
The BOM facilitated motivational talks have made the student's more committed to their academic work which has improved their discipline					
The BOM provision of motivational talks have helped the student's to improve in time management in the school which has led to improvement of their discipline					

Section E

Board of Management promotion of peer counseling on students discipline

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

	SA	A	U	D	SD
	5	4	3	2	1
There are peer counseling programs in the school					
Peer counselling has improved teacher-student relationship and friendliness in the school.					
Peer counselling has enabled students in developing positive attitude towards themselves hence getting committed to their academic work					
Peer counselling has improved the level of discipline among students in the school by making them more obedient to school rules and regulations					
Due to provision of peer counselling services, the student's have improved in time management in the school which has improved their discipline					
As a result, the BOM have been promoting its use to curb indiscipline					
Such promotion has been effective in promoting student discipline					

APPENDIX F: LETTER OF 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:
23rd July, 2015

NACOSTI/P/15/9555/7021

Jane Mutu Kasimu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Board of Management practices on students discipline in public secondary schools in Kibwezi Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in the **Makueni County** for a period ending **1st September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni 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. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

APPENDIX G: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JANE MUTU KASIMU
of UNIVERSITY OF NAIROBI, 0-90137
KIBWEZI,has been permitted to conduct
research in Makeni County
on the topic: INFLUENCE OF BOARD OF
MANAGEMENT PRACTICES ON
STUDENTS DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN KIBWEZI SUB
COUNTY KENYA

for the period ending:
1st September,2015

[Handwritten Signature]
Applicant's
Signature

Permit No : NACOSTI/P/15/9555/7021
Date Of Issue : 23rd July,2015
Fee Received :Ksh. 1000



[Handwritten Signature]
Director General
National Commission for Science,
Technology & Innovation

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5924

CONDITIONS: see back page