PRINCIPALS' STRATEGIES INFLUENCING STUDENTS' DISCIPLINE

IN PUBLIC SECONDARY SCHOOLS IN KISII CENTRAL DISTRICT,

KENYA

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the Award of the Degree of Masters of Education in Educational

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DECLARATION

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

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This research project has been submitted for examination with our approval as the university supervisors.

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DEDICATION

This study is dedicated to my Almighty God for his unfailing love, provision and divine support for all this far as I undertook this course. My dedication also goes to my beloved mother Eucabeth Kwamboka Nyarangi, my sisters Nancy Nyanchama Riang'a, Caroline Nyanduko Riang'a and Edinah Magoma Riang'a. Special dedication goes to my beloved wife Rodah Kwamboka Masese and our children, Christine Saringi Kamanda and Christabel Kwamboka Kamanda for their humble time and tolerance until I have completed this course. I love you all. God bless you all.

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ABSTRACT

The purpose of this study was to investigate the principals' strategies influencing students' discipline in public secondary schools in Kisii Central District, Kenya. It was guided by four objectives which included: To establish how the principals' use of democratic leadership influences students' discipline in public secondary schools, to determine the extent to which the principals' means of communication influence students' discipline in public secondary schools, to examine how the involvement of the prefects' body in the decision making process affects students' discipline in public secondary schools and to establish the extent to which the guidance and counseling department influences students' discipline in public secondary schools. The study is based on the collegial theory which attempts to explain all those theories that emphasized that power and decision making should be shared among some members of the organization. The researcher applied descriptive survey research design. This is because the design is useful since it would collect data from members of the population in order to determine the current status without manipulating the variables. The target population consisted of all 52 public secondary schools in Kisii Central District, 52 principals and 1,560 teachers in the administration of the school affairs. Simple random sampling was used in selecting teachers at school level from the 16 principals and 30 teachers per school who participated. Data was gathered by use of questionnaires and analyzed using the quantitative method in frequency distribution tables, percentages and bar graphs. The validity of the questionnaires was checked by my supervisors, pilot testing in two schools and checked against the research objectives. Reliability was established through computation of Cronbach's alpha coefficient formula. The research process was carried out jointly by both principals and teachers. Based on the findings, the study recommended that the principals of secondary schools should be democratic in the administration of school affairs; that the principals should establish students' councils through which the students can participate in leadership matters of the school and other affairs; that there is also need for the principals to be clearer when communicating rules and regulations to students to avoid misinterpretation; that the stakeholders in education should provide appropriate resources for guidance and counseling such as special rooms. Based on suggestions for further research the study recommended that a similar study should be carried out in other districts for comparison purposes. The same research should be carried out to identify additional strategies that the principals use to influence students discipline.

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ABBREVIATIONS AND ACRONYMS

B.O.G - Board of Governors

D.E.O - District Educational Officer

KEMI - Kenya Educational Management Institute

MoEST - Ministry of Education Science and Technology

NCST - National Council for Science and Technology

P.G.D.E - Post Graduate Diploma in Education

P.T.A - Parents Teachers Association

SPSS - Statistical Package for Social Sciences

T.S.C - Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Worldwide every government is concerned about its development. The fundamental purpose of education is to gain knowledge, inculcate forms of proper conduct and acquire technical competency (Oak, 2008). Education is therefore, fundamental to the success of any country's overall development strategy and a corner stone of economic and social development (Republic of Kenya, 2005).

Huczynski (2001) says that the success of an organization depends on the quality of its leadership. He observed that the school principal is the most influential individual in an education institution and that good leadership is the key in holding efficient administration together. Chapman (2003) explains that the school principal is viewed as the primary decision maker, facilitator, problem solver and social change agents.

In democratic leadership, the reader consults, encourages participation and uses 'power with' rather than 'power over' students. Principals of best performing schools tend to be democratic (Maicibi, 2005). Students' discipline problems are experienced worldwide. In United States of America (USA), Gottfredson (1989) calculated that in six middle schools in Charles town South Carolina, students lost 7,932 instructional days because of school suspensions in a single academic year due to misconduct in schools. Weeramunda (2008) also did a study in Srilanka on

discipline in s schools and noted that violence and students' misbehavior is on the increase. Several unrests were reported in 1990, 1996 and 2004. (Garagae, 2007) did a study in Botsawana, discipline problems in schools manifests themselves in various ways such as bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework.

In Kenya, discipline in schools is equally a problem. Ngotho (2011) did a study and found that discipline problems are manifested in form of; drug and substance abuse, truancy, bullying, cheating in examinations, school riots among other ways. A report written in the Daily Nation on 9th November 2011 (p.18) indicated that impersonation and use of mobile phone to cheat during year 2011 Kenya Certificate of Secondary Education (KCSE) examination was detected in several parts of the country which lead to counselling of results for 2,927 students (the Daily Nation 1 March 2012 (p.2).

Recent inspection report from D.E.O's office in Kisii Central District, cases of indiscipline in schools were noted such as; Kisii High School, where a total of 25 students were held at the local police station rioting because of principal being authoritarian, corrupt and have no time for parents, workers and fellow teachers. Cardinal Otunga High school students went on strike demanding the transfer of the principle accusing him, being authoritarian in his leadership.

Communication is very important in school administration and everything a principal does involve communication (Robbins, 2002). According to Saakshi (2005) asserts that communication contributes greatly to effective administration as many institutions have failed because of poor communication, misunderstood massages and unclear instructions. It is important that principals communicate frequently with staff member and students (Mbiti, 2007).

Globally communication has been used to transmit information such as policies and rules, changes and developments from the principal to staff members and students and also used to give feedback to the departments, teachers and students on their performance (Saakshi, 2005). According to Gottsfredson (1989) established that students disruptive behavior in South Carolina was associated with unclear school rules and regulations. Rules were perceived as unfairly enforced. Balyejusa (1982) in Ogunsaju (1983) established that good student behavior in Nigeria was fostered through proper communication means implemented by the principal. Moral laxity was in Nigeria where means of communication could not be used to maintain students' discipline. In Kenya education sector has experienced frequent administration problems that many people link to communication (Asugo, 2002). According to the statistics by Republic of Kenya (2008) an estimated 290 schools in the secondary education sector went on strike in year 2004.

The need for involvement of secondary school students in school administration started in the 1960s in the United States of America. This was later to spread to other parts of the world in the two decades that follows this period (Powers and Powers (1984). In Muchelle (1996) he noted that this desire for student participation in school administration has been supported by a variety of propositions by the proponents of the practice.

In Africa, the case has not been different. In Senegal, a primary strike following allegations of embezzlement of school funds turned violent when secondary school students and university students joined the pupils in a show of solidarity (Amoth, 1998). In Mali ten secondary school students were wounded by police while demonstrating, protesting against the banning of their Union (Amoth, 1998). In Kenya from the beginning of the 1990s, there has been an increase of strikes in secondary schools. This indicates that student problems will be solved not by use of dialogue but by imposition of authority (Otieno, 2001). According to Koli (2005) observed that the prefectorial system is one of the most effective ways of involving students directly in the administration of the school, where students are delegated certain duties connected with day to day life of the school.

Guidance and counseling encompasses two related concepts. Such as; advice and information giving (guidance) and personnel help in a formal setting (counseling) (Makinde, 1993). The guidance movement started in the USA with an emphasis on vocational information, planning and guidance (Makinde, 1993). The 21st

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century has been the awakening of various Associations to deal with problems facing the youth in America, Europe and across the globe for example in Chile and India (Riley, 2004).

In African countries, started taking root in nineteen fifties with Nigeria taking the lead followed by South America and Uganda (Bernald, 2002) .In Kenya formal guidance and counseling can be traced back a few years before independence. After independence in 1963, the Kenyan government took charge of all its affairs and this included the development, implementation and supervision of education programmes. Mbiti (2007) says that educational guidance and counseling has emerged as a discipline to provide help to students in schools, so that they are not overwhelmed by internal conflicts. The purpose for which guidance and counseling programmes has been set in schools does not seem to have been achieved; Indiscipline is high in our Kenya secondary school (Benard, 2002).

1.2 Statement of the Problem

Principals are viewed as central in the creation of effective school administration in which student discipline is motivated to strive for continuous improvement in the quality learning. Discipline is a rudimentary ingredient that plays a crucial role in school systems which insists on upholding the moral values of students. The culture of students' indiscipline is rampant among secondary schools students not only in Kisii central district, Kenya, but also worldwide. This is in spite of government and schools efforts to curb it through instituting strategies such as;

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principals' democratic leadership, proper means of communication, involvement of prefects' body in decision making process and strengthening of guidance and counseling department in schools.

Emerging students' discipline issues within schools in Kisii Central District are of great concern. Several studies have been carried out to investigate discipline problems in secondary schools students in Kenya. However, there is paucity of research on principals 'strategies and students' discipline not only in Kenya but more so in Kisii Central District. Could the principals' strategies be associated with students' discipline? It was on this basis that this study sought to establish the relationship between principals' strategies influencing students' discipline in public secondary schools in Kisii Central District.

1.3 Purpose of the Study

The purpose of the study was to investigate the strategies used by the principals and establish their influence on students' discipline in public secondary schools in Kisii Central District.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

i. To establish how the principals' use of democratic leadership influences students' discipline in public secondary schools in Kisii Central District.

ii.   To determine the extent to which the principals' means of communication influences students' discipline in public secondary schools in Kisii Central District.

iii. To examine how the involvement of prefects' body in decision making process affects students' discipline in public secondary schools in Kisii Central District.

iv.   To establish the extent to which guidance and counseling department influences students' discipline in public secondary schools in Kisii Central District.

1.5 Research Questions

The study sought to answer the following research questions:

i.   To what extent do principals' democratic leadership influences students' discipline in public secondary schools in Kisii Central District?

ii.   To what extent do principals' means of communication influences students' discipline in public secondary schools in Kisii Central District?

iii. To what extent does involvement of prefects' body in decision making process affect students' discipline in public secondary schools in Kisii Central District?

iv.   To what extend do guidance and counseling departments influence students' discipline in public secondary schools in Kisii Central District?

1.6 Significance of the Study

The Ministry of Education (MOE) may use the findings of this study to formulate policies needed during the in-servicing of school principals so as to make them responsive to the needs of their schools. The study findings may also be used by management trainers like Kenya Education Management Institute (KEMI) to develop programmes that can equip school principals with skills to resolve discipline problem in schools. The findings of the study would be useful to principals in that it will make them aware of the influence their strategies has on student discipline and it is hoped that this will help them improve the performance of their duties. They also be of great use to teachers to become aware of the importance of involving prefect body in maintaining student discipline. They will be encouraged to seek ways of improving student discipline as well as co-operating with the principals.

1.7 Limitation of the Study

Limitations are constraints or drawbacks, both theoretical and practical that the researcher has little or no control over (Orodho, 2003). The study covered only one district not the whole country and therefore the findings can only be generalized to other areas of the country with caution. A multi-district study would give a better and wider generalization of the findings of the study. It was not possible to control the attitudes of the respondents. These could affect the research findings since the respondents might at times give socially acceptable

answers in order to avoid offending the researcher. These could in turn affect the validity and reliability of the responses.

1.8 Delimitation of the Study

Delimitations are the boundaries of the study in terms of content and the geographical spread (Kasomo, 2007). The study was conducted in Kisii Central District as there was paucity of research on the principals' strategies influencing students' discipline in the district. The study concentrated on only four strategies as outlined in the research objectives as they are the most commonly used by principals. The study only covered public secondary schools in Kisii Central District because private schools have different strategies that influence the manner in which principals carry out their administrative task. Respondents were the principals and teachers found in Kisii Central District from rural, semi-rural and urban areas those currently in service.

1.9 Basic Assumptions of the Study

Assumptions are facts presumed to be true but have not been verified (Orodho, 2003). The basic assumptions of the study are as follows:

i. The means of communication used by principals was one of the strategies that influenced students' discipline in public secondary schools in Kisii Central District.

ii.   Guidance and counseling have the potential to improve students' discipline.

iii.   The respondents, the principals and teachers were sincere and willing to give correct and desired information.

1.10 Definition of Significant Terms

Administration refers to the process of controlling and directing human behavior in a social organization.

Communiction means refers to a way of giving and receiving information from both verbal and written means.

Counseling refers to advising and cautioning students who may have gone astray or out of control.

Decision making refers to how decisions are arrived at when handling issues of discipline in schools.

Participatory leadership refers to a pattern of behavior in which the leader consults others before making a decision.

Discipline refers to the control of someone`s or one`s own emotions and actions for the development of desirable attitude according to acceptable norms.

Guidance and Counseling Services refers to offering advice to the students to show them the right direction.

Indiscipline refers to unruliness or unwillingness to make any effort required to achieve certain predetermined organizational goods and objectives.

Prefect body refers to a group of students with leadership qualities selected by the school authority or elected by other students and give powers to control and guide other students.

Principal refers to the head teacher with overall administrative responsibility over secondary schools in Kenya. This is used interchangeably with head teachers.

Secondary school refers to formal institutions of learning with classes ranging from form one to form four.

Strategies refer to plans of actions or policies designed to achieve major or overall aims of public secondary school.

Strengthening refers to reinforcement on something or makes it more reliable.

Students refer to a person who is studying at a secondary school.

1.11 Organization of the Study

The study is organized in five chapters: Chapter one involves the problem and its clarifying components. It is divided into the following subsections; background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significant of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of significant terms and organization of the study.

Chapter two comprises of literature review. It deals with introduction, concept of discipline, principals'democratic leadership, principals' means of communication,

involvement of prefects' body in decision making process, strengthening of guidance and counseling department, theoretical framework and lastly conceptual framework and its diagram.

Chapter three deals with research methodology. It is divided into the following sub section; research design, target population, sample and sampling procedures, research instruments, instrument reliability, validity of research instruments, data collection procedure and data analysis techniques. Chapter four consists of data analysis, presentation and interpretation of the findings. Chapter five gives the summary of the findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section was comprised of literature review on the principals' strategies influencing students' discipline. The review was organized under the following sub-headings; concept of discipline, principals' use of democratic leadership on students' discipline, principals' means of communication on students' discipline, involvement of prefects' body in decision making process and effects on students' discipline, strengthening guidance and counseling department on students' discipline, theoretical framework and lastly conceptual framework and its diagram.

2.2 Concept of Discipline

Discipline is paramount in all areas of life. In dealing with school discipline, there is need to employ a wholistic approach because we are dealing with total human beings, who happen to live in a complex environment. If discipline has to be effectively inculcated in the learner, the teacher has to be aware of all the factors and agents that influence the formation of certain habits, attitudes and establish how he/she can involve the same agents to enhance positive discipline.

Okumbe (1998) defines discipline as the values that students should live by within the school, the family, the neighborhood, the village and all the social units up to

the nation and the entire world community. Barasa (2007) defines discipline as a learning process and entails a willingness to put forth all the effort which is required to achieve a chosen objective.

2.3 Principals' Use of Democratic Leadership on Students' Discipline

In this leadership style the major point of focus is sharing. The principal shares decision making with the subordinates. He /she seeks discussion and agreements with all the stakeholders before a decision is taken (Durbin, 1998). He also observed that effective democratic school administration affect the trust level of students, teachers and parents. David (2007) study focused on the survey of the effectiveness of democratic school administration and management in one school division in Philippines. The implication of the study is that just like in Philippines school heads in Kenya who favour the use of democratic leadership attach the same level of trust to their students, teachers and parents in the administration of schools.

Olembo (1986) notes that leadership of a principal should be democratic, combining self-confidence, friendless, firmness and tact. It should not merely consist of issuing orders. Also says that the head leads better if he consults his staff and students from time to time on what is going on in the school. Griffins (1994) stated that the principal should endow each student with habits, self-respect and proper pride in his integrity that he will observe the norms of good

conduct when not under compulsion or supervision and will carry them eventually into adult life.

Linda (1998) concluded that principals should not be too autocratic in there leadership. They should not use some techniques. For instance, saying "I'm the boss here", using tense body language being rigid or clench hands, insulting, humiliating or embarrassing teachers, students, support staff and even parents among others which will lead to indiscipline of students. Okumbe 1998 noted that principals should encourage open door policy where student are free to see the head of the institution to explain their problems, should encourage students to bring new chamber as well as creative ideas, Accept that he/she is capable of making mistakes, allow students to question his/her views, show no favorites and treat all students equally ,encouraging democratic form of school organization in which students elect their own leaders, provision of a suggestion box within the for students to give independent views about the school administration and even allowing students to have a say in determining the dress code of the school.

Consulting with students before changes are made to the diet provided by the school and setting aside specific day(s) in a week for meetings between the principals and students to discuss matters pertaining to the running and organization of the school.

2.4 Principals' Means of Communication on Students' Discipline

Robbin (2001) defines means of communication as the medium through which the message travels. Mbiti (2007) concluded that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books are means of communication. He also points out that the written work is more permanent and less liable to misinterpretation.

Republic of Kenya (2008) indicated that the means of communication between Principal and students should be clear, unambiguous and continuous. Similarly Republic of Kenya (2001) also highlighted the importance of open communication means between the principal and students as it fosters performance and discipline. Mukindi (1991) in his study examined the importance of communication when carrying out administrative tasks and recommended for interactive communication techniques such as dialogue between the principal and students

For principals to maintain students' discipline, should always communicate in time. He/she can look for the best means to use to pass the information or the message depending the type and urgency of the message. For example, school rules and daily routine should be written down and pinned at notice-boards, classrooms and dining halls for students to access them face to face. School

mission and vision should be well communicated through school budges and sign posts. Principal should ensure there is communication in three major communication networks namely; downward, upward and lateral (horizontal) communication (Barasa, 2007).

2.5 Involvement of Prefects' Body in Decision Making Process and Effects on Students' Discipline

American schools, like their English counterparts, seek to maintain a social order, and to teach their students lessons about leadership, authority and responsibility (Koli, 2005). He also observed that there are some students in the American high schools who enjoy a more active influential role in the schools 'authority system than others. Student council in American high schools is generally an official sponsored agency in the high school which takes decisions and sees that they are carried out.

Participatory decision making process is recommended because individuals who participate are usually more satisfied with the decision that they have collectively made and they would enthusiastically support it. It also satisfies and motivates key players in the decision making process (Barasa, 2007). Student involvement in decision making is a concept of participatory management which is a tenet of the Human Relation Theory of Management. The theory views members of the organization as worthy components without whose effort and input the objectives of the organization cannot be achieved effectively (Mondy, 1988).

A study carried by Kibaka (2005) found that students should be allowed to participate in school administration such as; elect leaders (monitors and prefects), supervising manual work ,taking roll calls in class/dorm, making announcements at assemblies, deciding school menu, code of dressing and counseling fellow students. Olembo (1992) stated that, prefect committee can be allowed to formulate many of the school rules and should be open to question or change. The student-teacher relationship is improved and that schools should have student councils whereby the students, together with their teachers, discuss matters affecting the school.

2.6 Strengthening of Guidance and Counseling Department on Students' Discipline

Mwaura (2006) explains that a teacher counsellor needs to establish a counseling department and a committee whose membership are the principal. He/she needs to strengthen it by offering finance and moral support for an effective implementation of counseling services. He/she needs to sponsor one teacher to be fully trained to make the department programmes function successfully. Principals together with teachers and guidance personnel have to inform students about the counseling services, its organization, the kind of problems with which it proposes to assist and its relation to other aspects of the total school programme. The facility should be in a convenient location, adequate space and sufficient privacy, comfortable surroundings (Nelson, 2000).

Nelson (2000) noted that students should be guided through offering them with advice to show them the right direction. Setting limits and giving guidance are the main issues during this period to shape their behavior positively. Adolescents are confused and mixed up about who they are and what they want to do. Counseling should be done to offer the students with advice and cautioning them those who may have gone astray or out of control. A student should not be forced to obey, the alternative is to always encourage and influence him. Strengthening of guidance and counseling department in any school assists the errant students very much hence the best way of arresting unrest. Students should be encouraged to work through disagreements by not suppressing them; they should have freedom to seek assistance from teachers when faced with problems and after counseling students should have freedom to choice of next action not forced to (Mwaura, 2006).

2.7 Theoretical Framework

In this case collegial theory fits this research. It attempts to explain all those theories that empathizes that power and decision-making should be shared among some or all members of the organization (Bush, 2003). It assumes that organizations determine policy and made decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have a shared understanding about aims of the institution. In this case all school members confer and collaborate for the gain

of the school. Appropriate in schools where teachers need to collaborate to ensure a coherent approach to teaching and learning stakeholders have a right to share in the wider decision-making process since they are likely to be better informed and are also much more likely to be implemented effectively. This theory assumes a common set of values held by members of the school. These values guide the managerial activities of the school and are thought to lead to shared educational objectives. Common values of stakeholders of the school form part of the justification for the optimistic assumption that it is always possible to reach agreement about goals and policies which can lead to discipline of students. Hence collegial model assume that decisions are reached by consensus.

2.8 Conceptual Framework

The study was basically on the principals' strategies influencing students' discipline, viewed as a collection responsibility for all members of the school organization. Discipline involves and demands for the democratic leadership. Principals' democratic process in disciplinary matters to influence discipline depends on the strategies used by the principals. For instance, principals' democratic leadership, principals' means of communication, involvement of prefects' body in decision making process and strengthening of guidance and counseling department. The ultimate outcome of their strategies was students' discipline.

Figure 2.1: A Schematic Representation of Conceptual Framework

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┌─────────────────────────────────────┐
│                                     │
│   Strategies to Maintain Discipline │
│                                     │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Process of Providing Leadership    │
│                                     │
│   • Principals 'democratic          │
│     leadership.                     │
│                                     │
│   • Principals' means of            │
│     communication.                  │
│                                     │
│   • Prefects' body involvement in   │
│     decision making process.        │
│                                     │
│   • Strengthening of guidance and   │
│     counseling.                     │
│                                     │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│          Student Discipline         │
│                                     │
│          • Bad.                     │
│                                     │
│          • Good.                    │
└─────────────────────────────────────┘
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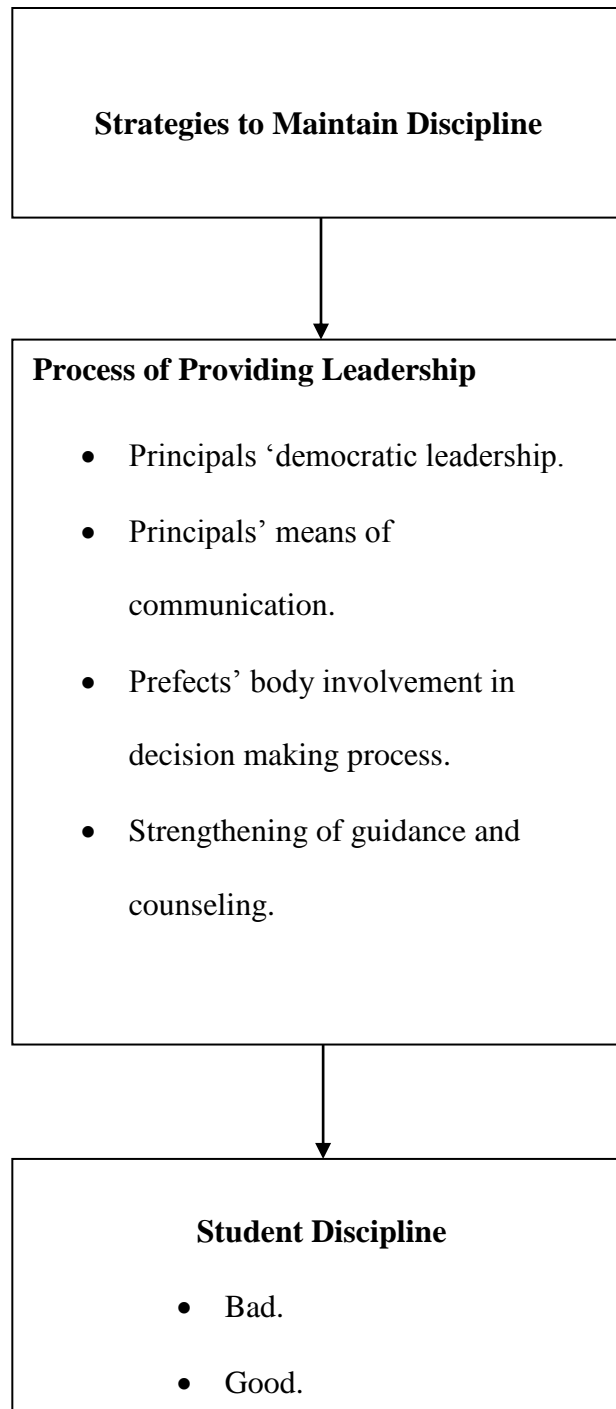
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the research methodology. It covered the following areas; research design, target population, sample and sampling procedure, research instruments, the validity and reliability of the instruments, data collection procedure and data analysis techniques.

3.2 Research Design

The study used descriptive survey design which according to Orodho (2003) is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. According to Orodho (2005) descriptive research design is used because accurate information can be obtained for larger number of people with a small sample. The information is collected at one point in time with intention of describing the nature of existing conditions. It is used to explore relationship that exist between variables and allows generalizations across populations. The design is suitable for this study because it is used to explore and evaluate in details the principal's strategies for maintaining student discipline in public secondary schools in Kisii Central District.

3.3 Target Population

Borg and Gall (1989) stated that a target population is defined as all the members of a real hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study. There are fifty two (52) public secondary schools in Kisii Central District. The target population for this study was fifty two (52) Principals and one thousand, five hundred and sixty (1, 560) teachers of public secondary schools in Kisii Central District.

3.4 Sample Size and Sampling Procedure

Neuman (2000) concluded that the sample size depends on what one wants to investigate the purpose of the inquiry, what is at stake, what will be useful, what can be done within the available time and resources. According to Mugenda and Mugenda (2003) a sample of 30% is appropriate in social science study therefore, out of 52 schools in the district, 16 schools was the sample size selected. Sixteen (16) principals and thirty (30) teachers per school participated. Simple random sampling was used in selecting teachers at school level from the sixteen schools selected. Names of all teachers from the sixteen schools were written on papers, rubbed then put in one container. After which the container was shake to mix them up before start picking the names of teachers to be sampled.

Table 3.1: Sampling Frame

Category	Population	Sample	% Sample
Principals	52	16	30
Teachers	1560	468	30

3.5 Research Instruments

The research instruments for data collection in this study were questionnaires. Questionnaires are tools of data collection which provide comparable data from all subjects since the same questions must be asked. They are also easy and convenient to administer (Mbwesa, 2006).Questionnaires helps the researcher to obtain quantitative data. It will provide triangulation of the data collected so as to reduce the chance of making biased deductions and thus ascertained credibility of data from the different sources.

The Principals' Questionnaire: This questionnaire consisted of two parts. Part one consisted of short answered questions on school and demographic data of the secondary school principals. Part two of the questionnaire contained closed-ended questions which provided data that was easy to compute and analyze.

Second questionnaire was designed to collect data from the secondary school teachers. **The Teachers' Questionnaire:** This questionnaire consisted of two parts. Part one consisted of short answered questions on the school and

demographic data of the secondary school teachers. Part two of the questionnaire contained closed-ended questions which provided data that was easy to compute and analyze.

3.5.1 Validity of Instruments

Mugenda and Mugenda (2003) define validity as an accuracy and meaningfulness of inference, which are based on research results. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. These involved assessment of content validity which was ascertained through the results of pilot study to ensure that the instruments measured what they were supposed to measure. Validation entails collecting and analyzing data to assess the accuracy of an instrument, which involved pilot testing in two schools. Simple random sampling was used to choose the schools. The responses of the subjects were checked against the research objectives. This gives a reason as to why the content would have to be used (Mutai, 2000). For a research instrument to be considered valid, the content selected and included in questionnaire must be relevant to the variables being investigated.

3.5.2 Piloting of Research Instruments

Research instruments were piloted in two (2) schools among ten (10) teachers and two (2) principals. These were excluded during the actual data collection.

3.5.3 Reliability of the Instrument

Mugenda and Mugenda (2003) defined reliability as a measure of degree to which a research instrument yields consistent results or data after repeated trials. Reliability was established through computation of Cronbach's alpha coefficient (Cronbach, 1951). Cronbach's α is defined as:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Where K is the number of components (K-items or test lets), σ_X^2 the variance of the observed total test scores, and $\sigma_{Y_i}^2$ the variance of component i for the current sample of persons. The test-retest method was used to test stability of instrument. An instrument was given to the same individuals in two occasions within relatively short duration of time. A correlation coefficient was calculated to determine how closely the participants' responses on the second occasion were matching their response on the first occasion. Reliability was determined by calculating the alpha coefficient. Hence if 0.80 onward is reliable but one can work with it as from 0.70 but below 0.70 is not very good to rely on.

3.6 Data Collection Procedure

With the approval of the research proposal by college supervisors of the University of Nairobi, a research permit was obtained from the National Council for Science and Technology (NCST). Copies of the permit granted was presented

to District Commissioner (DC) for security reasons and the District Education Officer (DEO), Kisii Central District, to enable the researcher to collect data in public secondary schools in the district. The researcher contacted the Principals through a visit and thereafter made arrangements for actual school visits. The researcher was then administered the research instruments (questionnaires). The researcher gave enough time of two weeks to respondents for questionnaires to be filled then to be collected. After two weeks the researcher made a follow up to collect the questionnaires.

3.7 Data Analysis Techniques

Data was first sorted, the errors edited and then put in a tabular form for the analysis and coded. Closed-ended questions were analyzed quantitatively. These involved the use of content analysis which measures the semantic content or what aspect of a message. The Statistical Package for Social Science (SPSS) was used to analyze the quantitative data. Descriptive statistics was used to analyze the responses. Analysis of data was presented using frequency distribution tables, percentages, and bar graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretation of the findings based on the research objectives. It provides general information of the study population on principals' strategies influencing students discipline in public secondary schools in Kisii Central District, Kenya. Then, there is information on demographic distribution of respondents. The data were analyzed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) computer programme version 17.0. The analyzed data were presented using frequency distribution tables, percentages, and bar graphs.

4.2 Instrument Return Rate

This is the proportion of questionnaires returned by the respondents out of those that had been distributed. Questionnaires were administered to principals and teachers. Analysis and interpretation of data was on the basis of these questionnaires. The questionnaire return rate is shown in Table 4.1 below.

Table 4.1: Questionnaire Return Rate

Respondents	Targeted Sample	Response	Percentage Return Rate
Principals	16	16	100
Teachers	480	450	93.8
Total	**496**	**466**	**94.0**

From the table above, sixteen questionnaires were administered to principals. 100 percent of the principals returned their questionnaires.480 questionnaires were administered to teachers out of which 450 were returned. This represented 93.8 percent return rate. The good response rates were attributed to the cooperation of colleague teachers as the researcher gave the respondents a time limit of two weeks. After the two weeks, the researcher went around the schools collecting the questionnaires and gave extra days to those found not have completed them. The return rates are in line with (Mugenda A. and Mugenda O. (2003) recommendations that a return rate of above 75 percent can be considered adequate.

4.3 Demographic Data

Principals and teachers were asked to indicate their age, gender, academic qualifications, number of years served as principals and as teachers in the current station, types of schools they teach.

4.4 Representation of Respondents' by Age

The principals and teachers were asked to indicate their age. The results are shown in Table 4.2 below.

Table 4.2: Age Representation

	Principals		Teachers	
Age	Freq.	%	Freq.	%
20-25 years	0	0	0	0
26-30 years	0	0	30	6.7
31-35 years	0	0	45	10.0
36-40 years	2	12.5	75	16.7
41-45 years	2	12.5	140	31.1
46-50 years	8	50.0	115	25.5
51 years and above	4	25.0	45	10.0
Total	**16**	**100**	**450**	**100**

From Table 4.2 above, majority of the principals representing 50 percent were aged between 46 – 50 years and 25 percent 51 years and above, the ages at which the combination of youthful energy and experience was expected to be at its peak. Principals here are therefore expected to know how best to use strategies influencing students' discipline in the administration of the school. From the table above, it is also evident that majority of the respondents (teachers) were aged

between 41 – 45 years and 46 – 50 years, an indication that they have long experience of teaching and can assist the principals on strategies influencing students' discipline in the administration of the school.

4.5 Representation of Principals and Teachers by Age

Figure 4.1: Age Representation

Age Group in Years
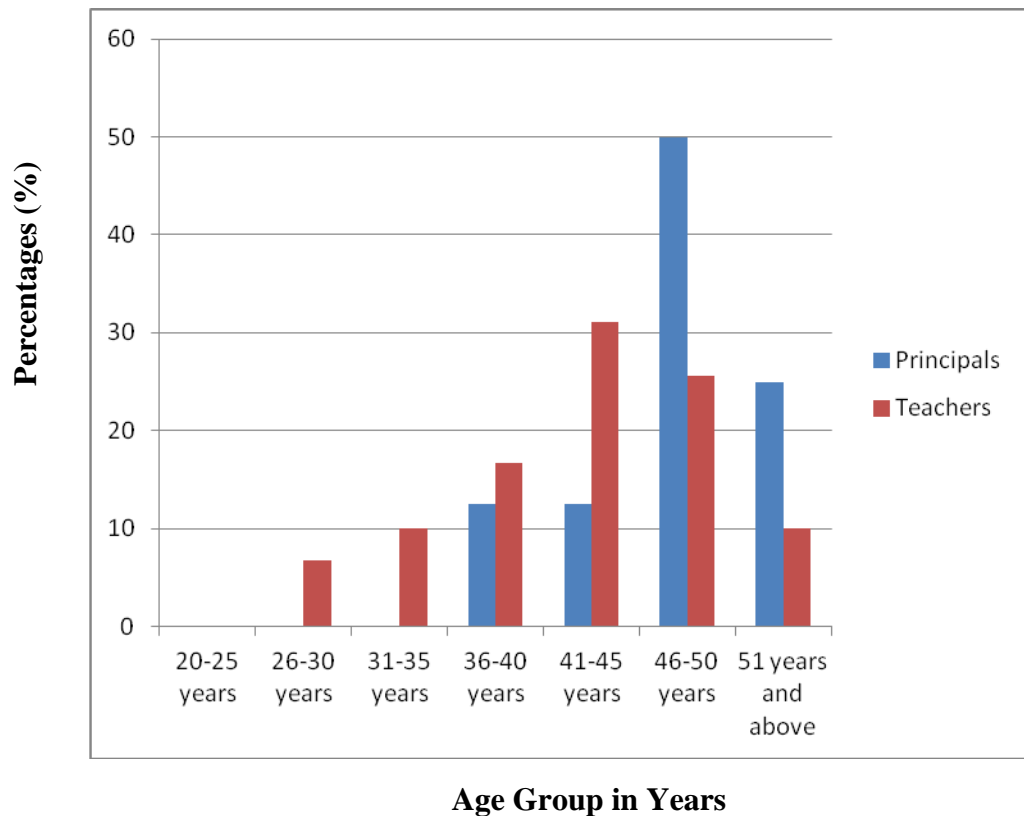
From Figure 4.1 above, it is evident that majority of the respondents (principals) representing 50 percent have enough teaching experience to apply strategies influencing students' discipline in the administration of the schools .Equally the same, the majority of teachers responded represents 31.1 percent 41-45 years,

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25.6 percent 46-50 years and 10.0 percent 51 and above years have enough teaching experience to use in reinforcing the strategies influencing students' discipline applied by the Principals of the schools.

4.6 Representation of Respondents by Gender

The study used data collected from the principals and teachers. From the analysis, gender representation was captured as shown in Table 4.3.

Table 4.3: Gender Representation

	Principals		Teachers	
Gender	**Freq.**	**%**	**Freq.**	**%**
Male	10	62.5	270	60.0
Female	6	37.5	180	40.0
Total	**16**	**100**	**450**	**100**

4.7 Representation of Principals and Teachers by Gender

Figure 4.2: Gender Representation

Respondents
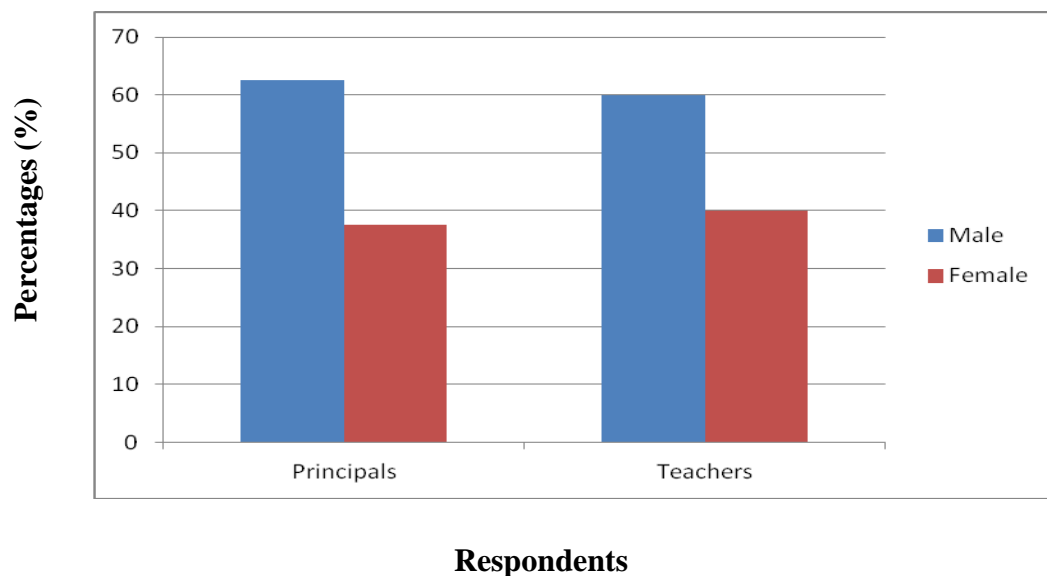
From Figure 4.2 above, nearly equal number of male 10 representing 62.5 percent and female 6 representing 37.5 percent principals was used in the study. This shows that the research findings in this study are not as a result of gender bias. It also indicates that both genders were used in the study with a good number of teachers representing each gender, 270 representing 60.0 percent male and 180 representing 40.0 percent female. The research findings cannot be gender bias.

4.8 Representation of Respondents by Academic Qualification

The principals' and teachers' highest academic qualification were captured, because they offered the study with the information on the quality of

administration strategies applied within the school. A principal with high academic qualification is considered better in administration than one with low academic qualifications. The results are as shown in Table 4.4 below.

Table 4.4: Academic Qualification Representation

	Principals		Teachers	
Level of Academic	Freq.	%	Freq.	%
Masters Degree	10	62.4	120	26.7
Bachelor of Education	3	18.8	210	46.6
A.T.S	0	0	0	0.0
S1/Diploma	0	0	30	6.7
Bachelor of Arts	3	18.8	90	20.0
Total	**16**	**100**	**450**	**100**

It is clear from Table 4.4 above, that the principals 10 representing 62.4 percent masters degree, are qualified enough to lead their schools and use proper administration strategies appropriately. In the teachers' image magazine Vol. 12, 2007 of the Teachers' Service Commission, a Bachelor of Education degree holder teaching in a secondary school stands a better chance of rising to the level of Chief Principal Job Group 'R' compared to a Diploma in Education holder, who can only rise up to the level of Principal Approved Teacher II Job Group 'N'. This implies that a diploma is a lesser academic qualification for elevating one to higher positions. Of the total sample of teachers, 120 representing 26.7 percent of the teachers indicated that they had attained a Master Degree, 210 representing 46.6 percent had attained a Bachelor of Education, 90 representing 20 percent had attained a Bachelor of Arts P.G.D.E, 30 representing 6.7 percent of them had diploma. Hence with many teachers having attained a Bachelors Degree and a Master Degree, they are able to judge the principals' strategies influencing students' discipline in public secondary schools.

4.9 Representation of Principals and Teachers by Academic Qualification

Figure 4.3: Academic Qualification Representation

Level of Academic
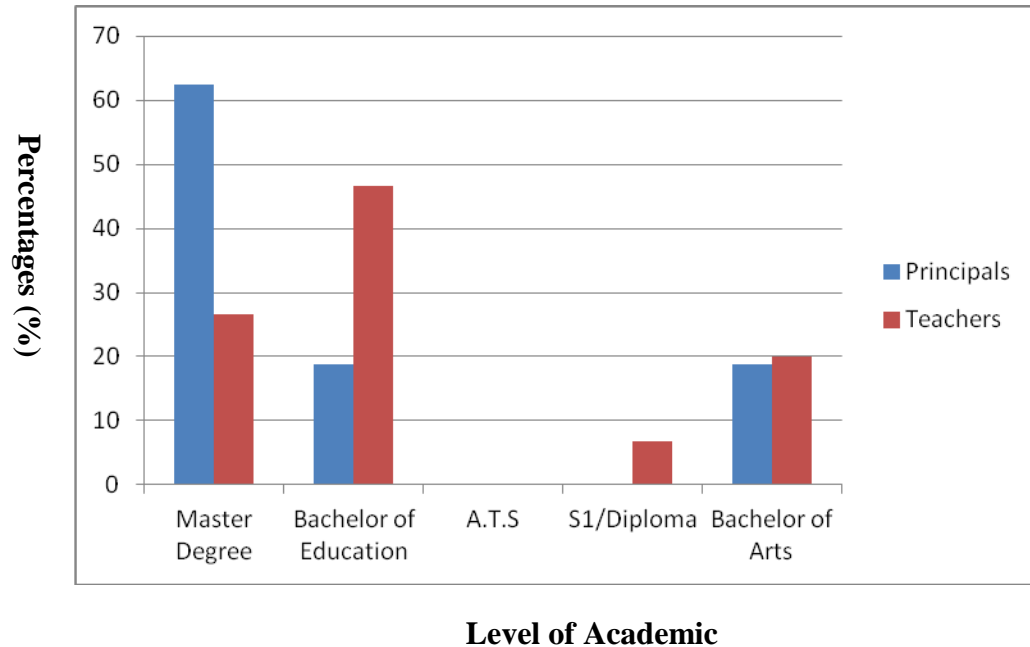
10 principals representing 62.4 percent had attained Masters Degree in Education, 3 representing 18.8 percent a Bachelors Degree in Education and 3 representing 18.8 percent a Bachelors of Arts P.G.D.E. Majority of the principals having attained a Master Degree and Bachelors Degree, this enabled them to choose an effective strategies influencing students' discipline in public secondary schools. Also majority of teachers attained Bachelors Degree 210 representing 46.6 percent and Masters Degree 120 representing 26.7 percent an indication that the teachers understood well the principals' strategies influencing students' discipline in their public secondary schools.

4.10 Representation of Respondents by Number of Years and in Current Station

The principals and teachers were asked to indicate the time they had taken in their current station. The results were as shown in Table 4.5 below.

Table 4.5: Principals' and Teachers' Number of Years served in the Current Station

	Principals		Teachers	
No. of Years	Freq.	%	Freq.	%
1 – 3 years	0	0	40	9.0
4 – 6 years	2	12.5	65	14.4
7 – 9 years	3	18.8	90	20.0
10 – 12 years	4	25.0	90	20.0
13 – 15 years	5	31.2	105	23.3
15 years and above	2	12.5	60	13.3
Total	**16**	**100**	**450**	**100**

From Table 4.5, a majority of the principals had stayed more than six years at the current station. In the first five years they were supposed to set standards in the new station so that they set a new tradition where the administration of the school, including prefects, had to be brought on board in making strategies for the school to improve discipline. It was an indication that the time they had stayed in a particular station was a good experience to the principals to have strategies

influencing students' discipline in public secondary schools. From Table 4.5 above, the majority of teachers had stayed more than seven and above years at the current station. The time in a particular institution was a good exposure for

the teachers to the principals' strategies influencing students' discipline in public secondary schools.

Figure 4.4: Representation of Principals and Teachers Number of Years Served in the Current Station

Number of years
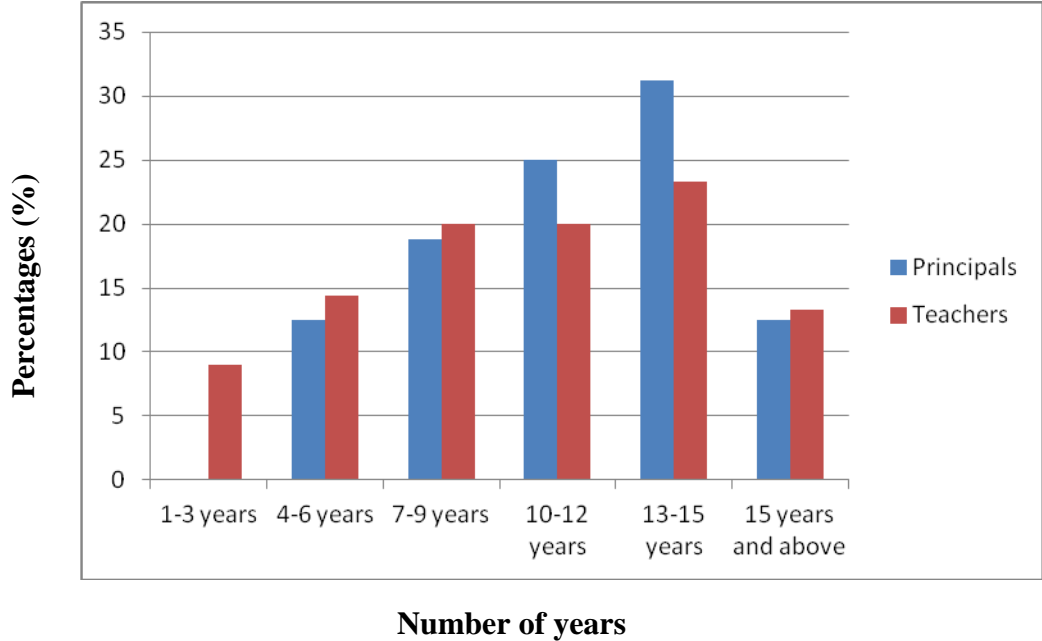
From Figure 4.6 above, of the total principals indicated that 4 representing 25.0 percent, 5 representing 31.2 percent and 2 representing 12.5 percent had more than 10 years and above as principals at the current work stations. The longer the principals had taken in one station, the more they were able to understand the way the students' discipline could be influenced by use of strategies. Also of the total

teachers, 90 representing 20.0 percent, 105 representing 23.3 percent, and 60 representing 13.3 percent of teachers had more than 7 years and above in the current work stations. It is a good exposure to the teachers on principals' strategies influencing students' discipline in public secondary schools.

4.11 Representation of Respondents by Type of Schools

The study was fairly representative of all type of schools found in Kisii Central District as shown in Table 4.6 below.

Type of Schools	Freq.	%
Boys Boarding	4	25.0
Girls Boarding	4	25.0
Mixed Boarding	3	18.8
Mixed Day	3	18.8
Mixed Day and Boarding	2	12.4
Total	**16**	**100**

Table 4.6 Type of Schools

From Table 4.6 above, types of schools were represented. This made the findings more reliable on the study as discipline of students in this type of schools differs a lot. Principals and teachers were in a position to fill the questionnaire depending on the type of school and strategies used to influence students' discipline.

4.12 Representation of Type of Schools

Figure 4.5: Type of Schools

Type of Schools
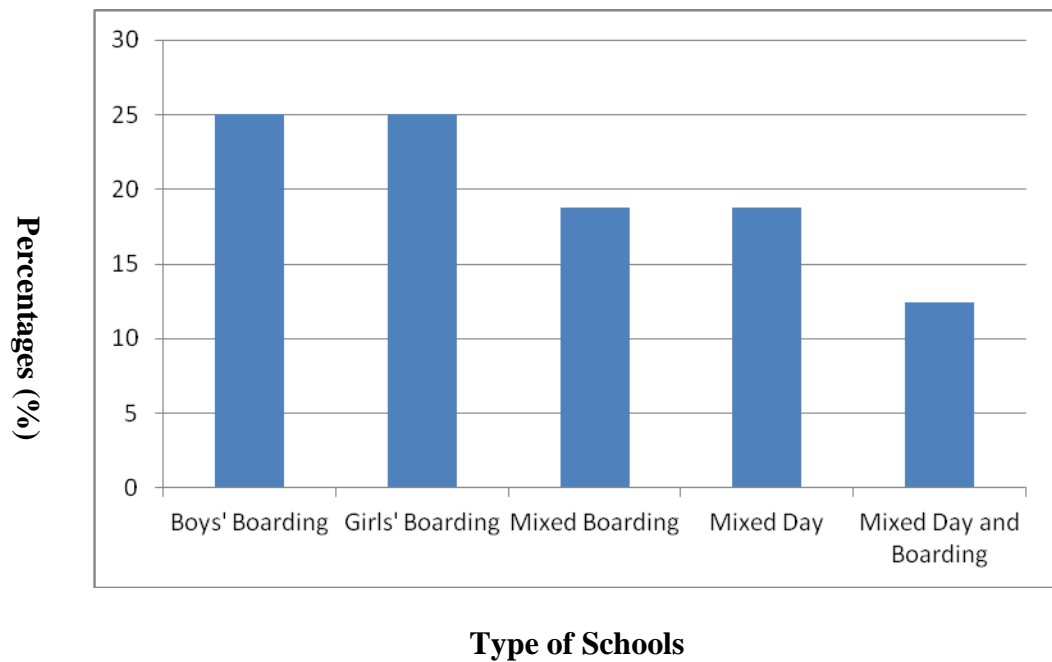
From Figure 4.9 above, it indicates that 4 representing 25 percent for boys' boarding schools, 4 representing 25 percent for girls' boarding schools, 3 representing 18.8 percent for mixed boarding schools, 3 representing 18.8 percent for mixed day schools and 2 representing 12.5 percent for mixed day and boarding schools. This gave reliable findings of the study on the principals' strategies influencing students' discipline in public secondary schools both from principals and teachers who responded on the questionnaire.

4.13 Principal's Use of Democratic Leadership on Students' Discipline

One of the objectives was to establish the level at which the principals' use of democratic leadership on influencing students' discipline as a strategy in secondary schools. Both the principals and the teachers were asked about their opinion on the extent at which the democratic leadership influences students' discipline in secondary schools. The results are as shown in Table 4.7 below.

Table 4.7: Principals' Opinions on Principals' Use of Democratic Leadership on Students' Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Encourage open door policy where students are free to see the head of the institution to explain their problems.	3	18.8	8	50.0	3	18.8	2	12.5	0	0
Encourage students to bring new creative ideas.	4	25.0	7	43.8	3	8.8	1	6.2	1	6.2
Accept that you are capable of making mistakes.	6	37.5	6	37.5	2	12.5	2	12.5	0	0
Consulting with students before any changes are made to the diet provided by the school.	3	18.8	6	37.5	3	18.8	3	18.8	1	6.2
Allowing students to have a say in determining the dress code of the school.	2	12.5	7	43.8	4	25.0	1	6.2	2	12.5
Provision of a suggestion box within the school for students to give independent views about the school administration.	8	50.0	6	37.5	2	12.5	0	0.0	0	0.0
Setting a side specific day(s) in a week for meetings between the principals and the students to discuss matters pertaining to the running and organization of the school.	5	31.3	6	37.5	3	18.8	1	6.2	1	6.2
Total	**31**	**100**	**46**	**100**	**20**	**100**	**10**	**100**	**5**	**100**

From Table 4.7 above, it is evident that principals encourage open door policy where students are free to see the head of the institution to explain their problems. The responses showed that 18.0 percent very frequent, 50.0 percent frequent, and 18.8 percent often, while only 12.5 percent rare and 0.0 percent never respectively. Principals encouraging students to bring new chamber as well as creative ideas has also rated as good. The responses showed that 25.0 percent very frequent, 43.8 percent frequent, 18.8 percent only 6.2 percent and 6.2 percent said rarely and never existed in their school.

Principals accepting that are capable of making mistakes, the responses showed that 37.5 percent very frequent, 37.5 percent frequent, 12.5 percent often, 12.5 percent rarely and none was for never. Consulting with students before any changes are made to the diet provided by the school, responses showed that 18.8 percent very frequent, 37.5 percent frequent, 18.8 percent often, 18.8 percent rarely and 6.2 percent never. To allow students to have a say in determining the dress code of the school, the responses showed that 12.5 percent) very frequent, 7 43.8 percent frequent, 25.0 percent often, 6.2 percent) rarely and 12.5 percent) never. Provision of suggestion box within the school, responses showed that 50.0 percent very frequent, 37.5 percent frequent, 12.5 percent often while no response was for rarely and never. With specific day(s) set aside in a week for meetings between the principals and the students to discuss matters pertaining to the running and organization of the school the responses showed that 31.3 percent

very frequent, 37.5 percent frequent, 18.8 percent often while 6.2 percent rarely and 6.2 percent never respectively. The overall indication showed that principals, use democratic leadership as a strategy to influence students' discipline in public secondary schools in Kisii Central District.

Figure 4.6: Principals' Responses on Principals' Use of Democratic Leadership on Students' Discipline

From Figure 4.10 above, many principals choose use of democratic leadership as a strategy on students' discipline since from the responses, the majority gave their opinion very frequent, frequent and often. Very few were on the opinion of rarely and never.

Table 4.8: Teachers' Opinions on Principals' Use of Democratic Leadership on Students' Discipline.

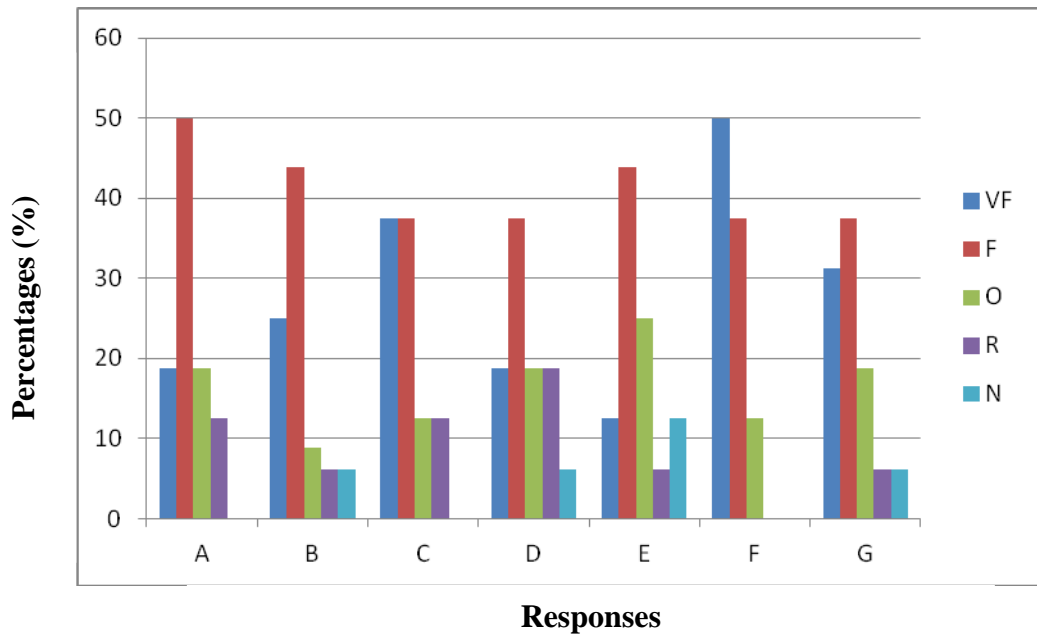| Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Encourage open door policy where students are free to see the head of the institution to explain their problems.	90	20.0	210	46.7	80	17.8	40	8.9	30	6.7
Encourage students to bring new creative ideas.	87	19.3	205	45.6	94	20.9	51	11.3	13	2.9
Accept that you are capable of making mistakes.	125	27.8	175	38.9	73	16.2	62	13.8	15	3.3
Consulting with students before any changes are made to the diet provided by the school.	111	24.7	196	43.6	93	20.7	30	6.7	20	4.4
Allowing students to have a say in determining the dress code of the school.	97	21.6	230	51.1	85	18.9	21	4.7	17	3.8
Provision of a suggestion box within the school for students to give independent views about the school administration.	135	30.0	240	53.3	60	13.3	15	3.3	0	0.0
Setting a side specific day(s) in a week for meetings between the principals and the students to discuss matters pertaining to the running and organization of the school.	95	21.1	196	43.6	98	21.8	21	4.7	40	8.9
Total	**740**	**100**	**1452**	**100**	**583**	**100**	**240**	**100**	**135**	**100**

From Table 4.8 above, it is evident that teachers in their respective schools, those responded their principals encourage open door policy where students are free to see the head of the institution to explain their problems. The responses showed that 20.0 percent very frequent, 46.7 percent frequent, and 17.8 percent often, while only 8.9 percent rare and 6.7 percent never respectively. Principals encouraging students to bring new chamber as well as creative ideas had also rated as good. The responses showed that 19.3 percent very frequent, 45.6 percent frequent, 20.9 percent only 11.2 percent and 2.9 percent) said rarely and never existed in their schools.

Principals accepting that they are capable of making mistakes, the responses showed that 27.8 percent) very frequent, 38.9 percent frequent, 16.2 percent often, 13.8 percent rarely and 3.3 percent never. Consulting with students before any changes are made to the diet provided by the school, responses showed that 24.7 percent very frequent, 43.6 percent frequent, 20.7 percent often, 6.7 percent rarely and 20 4.4 percent never. To allow students to have a say in determining the dress code of the school, the responses showed that 21.6 percent very frequent, 51.1 percent frequent, 18.9 percent often, 21 4.7 percent rarely and 3.8 percent never. Provision of suggestion box within the school, responses showed that 30.0 percent very frequent, 53.3 percent frequent, 13.3 percent often while 3.3 percent rarely and 00.0 percent never. With specific day(s) set aside in a week for meetings between the principals and the students to discuss matters pertaining to the running and organization of the school the responses showed that 21.1 percent very frequent, 43.6 percent frequent, 21.8 percent often while 4.7 percent rarely and 40

8.9 percent never respectively. The majority showed that their principals, to curb down indiscipline cases in their schools, they use democratic leadership as one of the strategies to influence students' discipline in public secondary schools in Kisii Central District.

Figure 4.7: Teachers' Responses on Principals' Use of Democratic Leadership on Students' Discipline
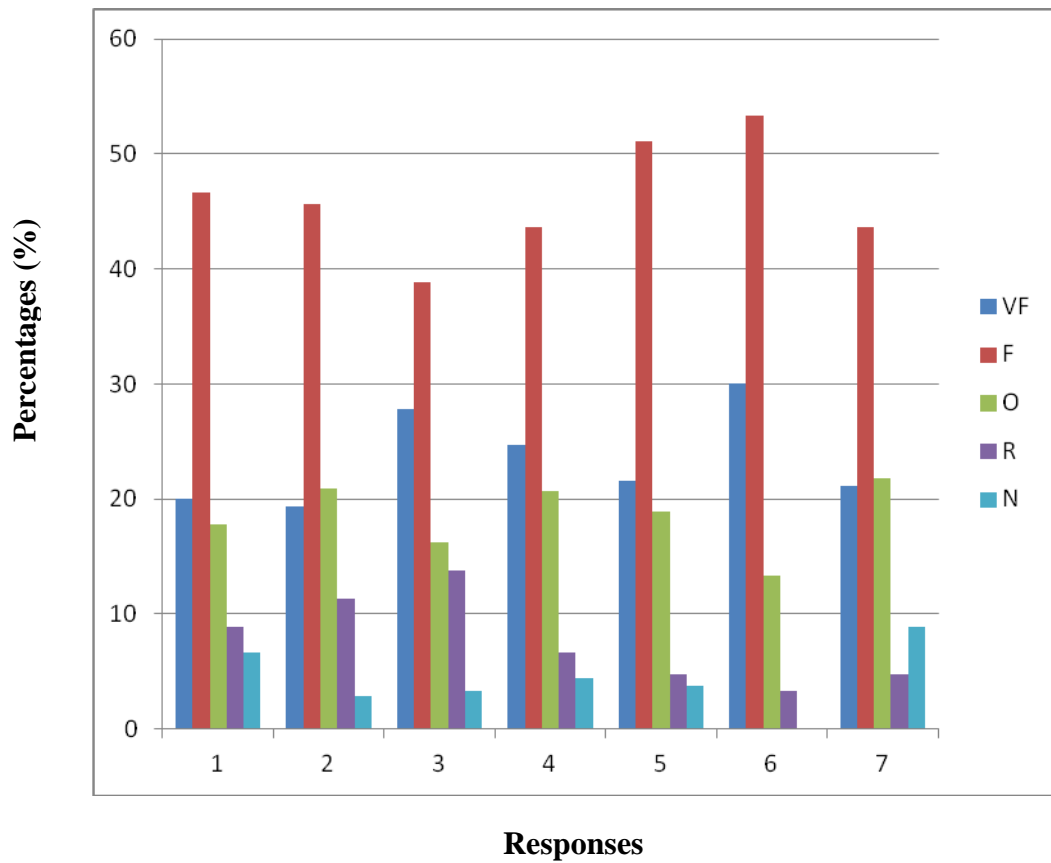
From Figure 4.11 above, it is evident that the majority of teachers (respondents) agree on the use of democratic leadership as one of the principals' strategies used to influence students' discipline in public secondary schools in Kisii Central District.

4.14 Principals' Means of Communication on Students' Discipline

One of the objectives was to establish the level at which the principals' means of communication on students' discipline as a strategy in secondary schools. Both the principals and the teachers were asked about their opinions. The results are as shown in Table 4.9 below.

Table 4.9: Principals' Opinions on Principals' Means of Communication on Students' Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.	4	25.0	8	50.0	4	25.0	0	0.0	0	0.0
There are open communication means between Principals and students which is clear, unambiguous and continuous e.g. use of dialogue.	4	25.0	7	43.8	]3	18.8	1	6.2	1	6.2
Principals communicate in time always e.g. school rules and daily routine pinned at notice boards, classrooms and dinning halls.	6	37.5	7	43.8	3	18.8	0	0.0	0	0.0
School mission and vision well communicated through school budges and sign posts.	10	62.5	6	37.5	0	0.0	0	0.0	0	0.0
There are three major communication networks in school namely; downwards, upward and lateral (horizontal) communication.	8	50.0	5	31.3	2	12.5	0	0.0	0	0.0
Total	**32**	**100**	**33**	**100**	**12**	**100**	**1**	**100**	**1**	**100**

From Table 4.9 above, it is evident that principals' use well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minute, reports, printouts, school magazines and handbooks in their school to communicate. The responses showed that 25.0 percent very frequent, 50.0 percent frequent, 25.0 percent often while no responses found rarely and never respectively. There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue. The responses showed that 25.0 percent very frequent, 43.8 percent frequent, 18.8 percent often, only 6.2 percent and 6.2 percent were on opinion rarely and never respectively. Also principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls. The responses showed that 37.5 percent very frequent, 43.8 percent frequent, 18.8 percent often, no responses was rarely and never. School mission and vision are well communicated through school badges and signposts. The responses were; 62.5 percent very frequent, 37.5 percent frequent, no responses from often, rarely and never. There is an indication that there are three major communication networks in schools namely; downward, upward and lateral (horizontal) communication. The responses were 50.0 percent very frequent, 31.3 percent) frequent, 12.5 percent often, no responses from rarely and never. From the overall evident, majority agreed that they use means of communication as one of the strategies to influence students' discipline in their respective public secondary schools.

Figure 4.8: Principals' Responses on Principals' Means of Communication on Students' Discipline
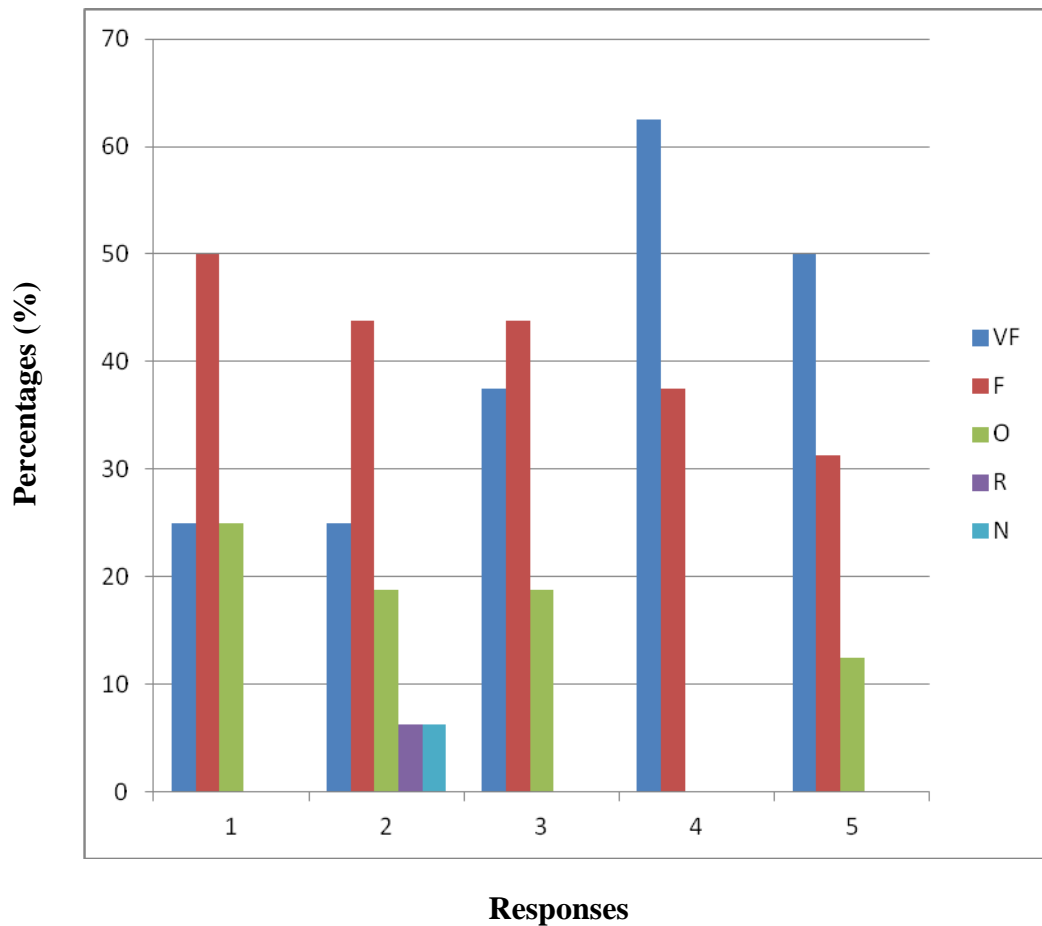
From Figure 4.12 above, many principals use means of communication as one of the strategies to influence students' discipline. From the responses, the majority gave their opinions very frequent and frequent.

Table 4.10: Teachers' Opinions on Principals' Means of Communication on Students' Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.	95	21.1	175	38.9	105	23.3	50	11.1	25	5.6
There are open communication means between Principals and students which is clear, unambiguous and continuous e.g. use of dialogue.	85	18.9	205	46.6	145	32.2	10	2.2	5	1.1
Principals communicate in time always e.g. school rules and daily routine pinned at notice boards, classrooms and dinning halls.	210	46.7	190	42.2	40	8.9	10	2.2	0	0.0
School mission and vision well communicated through school budges and sign posts.	240	53.3	210	46.7	0	0.0	0	0.0	0	0.0
There are three major communication networks in school namely; downwards, upward and lateral (horizontal) communication.	135	30.0	230	51.1	50	11.1	20	4.4	15	3.3
Total	**765**	**100**	**1010**	**100**	**340**	**100**	**90**	**100**	**45**	**100**

From Table 4.10 above, it is evident that teachers (respondents) in their respective schools, principals use means of communication on influencing students' discipline where, principals use well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minute, reports, printouts, school magazines and handbooks in their school to communicate. The responses showed that 21.1 percent very frequent, 38.9 percent frequent, 23.3 percent often while 11.1 percent) rarely and 25.6 percent never respectively. There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue. The responses showed that 18.9 percent very frequent, 46.6 percent frequent, 32.2 percent often, 2.2 percent rarely and 1.1 percent never respectively. Also principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls. The responses showed that 46.7 percent very frequent, 42.2 percent frequent, 8.9 percent often, 2.2 percent rarely and 0.0 percent never. School mission and vision are well communicated through school badges and signposts. The responses were; 53.3 percent very frequent, 46.7 percent frequent, no responses from often, rarely and never. There was an indication that there are three major communication networks in schools namely; downward, upward and lateral (horizontal) communication. The responses were 30.0 percent very frequent, 51.1 percent frequent, 11.1 percent often, 4.4 percent rarely and 13.3 percent never. The indication from the majority showed that means of communication was one of the strategies their principals use to influence students' discipline in their respective public secondary schools.

Figure 4.9: Teachers' Responses on Principals Means of Communication on Students' Discipline
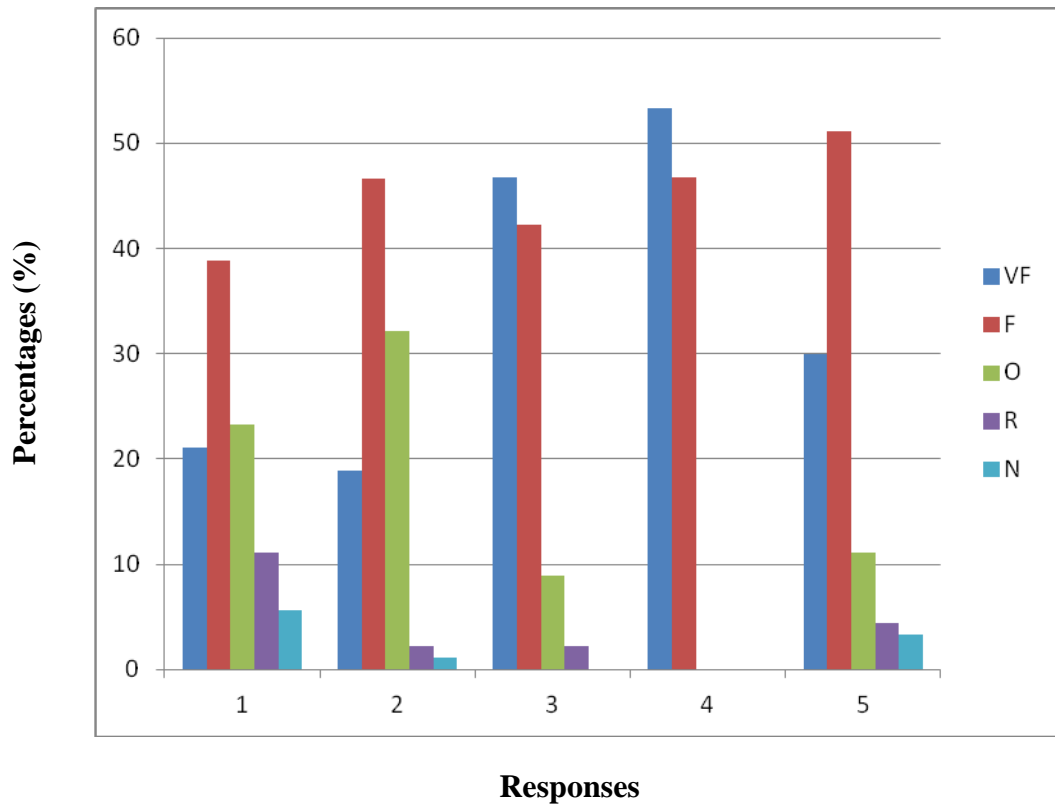
From Figure 4.13 above, the majority of teachers' responses agreed that principals' communication strategies affect students' discipline, because effective means of communication strategy promotes attitude change and enhances dialogue between the principal and the students as they become more serious and focused.

4.15 Involvement of Prefects' Body in Decision Making Process and Effects on Students' Discipline

To establish the level at which the involvement of prefects' body in decision making process affects students' discipline in public secondary schools as a strategy was one of the objectives. The principals and teachers were asked whether there were involvement of prefects' body in decision making process. The results are as shown in Table 4.11 below.

Table 4.11: Principals' Opinions on Involvement of Prefects' Body in Decision Making Process and Effects on Students' Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Prefects' body consulted when major school decisions e.g. ion diet, dressing code, cancellation of trips affecting them is made.	3	18.8	7	43.8	3	18.8	2	12.5	1	6.2
Prefects' body consulted when making school rules.	3	18.8	8	50.0	2	12.5	2	12.5	1	6.2
Prefects' body suggests possible ways of improving school.	4	25.0	6	37.5	4	25.0	2	12.5	0	0.0
Prefects' body attends disciplinary meetings.	2	12.5	7	43.8	4	25.0	2	12.5	1	6.2
Prefects' body involvement in supervising manuals, takes the roll call, punish those breaking rules and make announcements.	6	37.5	6	37.5	4	25.0	0	0.0	0	0.0
Total	**18**	**100**	**34**	**100**	**17**	**100**	**8**	**100**	**3**	**100**

From Table 4.11 above, it showed that most disciplined students are the ones with prefects' body involved in major school decisions 318.8 percent very frequent, 43.8 percent frequent, 18.8 percent often, 12.5 percent rarely and 16.2 percent never. Consultation of prefects' body when making school rules 18.8 percent very frequent, 50 percent frequent, 22.5 percent often, 12.5 percent rarely and 6.2 percent never. Prefects' body suggests possible ways of improving school 25 percent very frequent, 37.5 percent frequent, 25 percent often, 12.5 percent rarely and none was for never. Prefects' body attends disciplinary meeting 12.5 percent very frequent, 43.8 percent frequent, 25 percent often, 12.5 percent rarely and 16.2 percent never. With involvement in supervising manuals, takes the roll call, punish those breaking rules and making announcements 37.5 percent very frequent, 37.5 percent frequent, 25 percent often, no response was neither rarely nor never respectively. It was an indication that the majority responded positively for the strategy since the responses were very frequent, frequent and often most of them.

Figure 4.10 Principals' Responses on Involvement of Prefects' Body in Decision Making Process and Effects on Students' Discipline
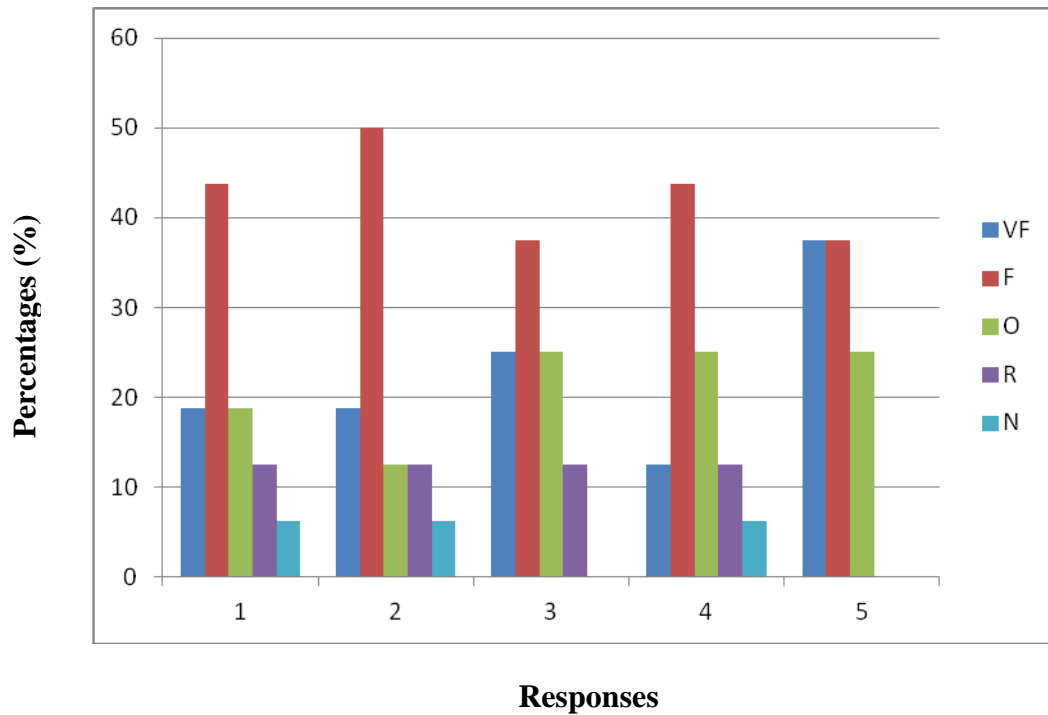
From figure 4.14 above, it is evident that prefects' body was involved in different ways on behalf of all students' discipline in public secondary schools in Kisii Central District.

Table 4.12: Teachers' Opinions on Involvement of Prefects' Body in Decision Making Process and Effects on Students' Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Prefects' body consulted when major school decisions e.g. ion diet, dressing code, cancellation of trips affecting them is made.	85	18.8	199	44.2	110	24.4	32	7.1	24	5.3
Prefects' body consulted when making school rules.	80	17.8	220	48.9	87	19.3	43	9.6	20	4.4
Prefects' body suggests possible ways of improving school.	130	28.9	190	42.2	97	21.6	25	5.6	8	1.8
Prefects' body attends disciplinary meetings.	90	20.0	210	46.7	100	22.2	30	6.7	20	4.4
Prefects' body involvement in supervising manuals, takes the roll call, punish those breaking rules and make announcements.	200	44.4	205	46.6	45	10.0	0	0.0	0	0.0
Total	**585**	**100**	**1024**	**100**	**439**	**100**	**130**	**100**	**72**	**100**

From Table 4.12 above, it is evident that teachers respondents, in their respective schools prefects' body was involved in decision making process and has effects on students' discipline where prefects' body consulted when major school decisions were made 18.8 percent very frequent, 44.2 percent frequent, 24.4 percent often, 7.1 percent rarely and 5.3 percent never. Consultation of prefects' body when making school rules 17.8 percent very frequent, 48.9 percent frequent, 19.3 percent often, 9.6 percent rarely and 4.4 percent never. Prefects' body suggests possible ways of improving school 28.9 percent very frequent, 42.2 percent frequent, 21.6 percent often, 5.6 percent rarely and1.8 percent never. Prefects' body attends disciplinary meeting 20.0 percent very frequent, 46.7 percent frequent, 22.2 percent often, 6.7 percent rarely and 64.4 percent never. With involvement in supervising manuals, takes the roll call, punish those breaking rules and making announcements 44.4 percent very frequent, 46.6 percent frequent, 10.0 percent often, no response was neither rarely nor never respectively. The indication from the majority showed that among the strategies their principals use to influence students' discipline, involvement of prefects' body on behalf of all students in decision making process was one of the strategies.

Figure 4.11: Teachers' Responses on Involvement of Prefects, Body in Decision Making Process and Effects on Students' Discipline
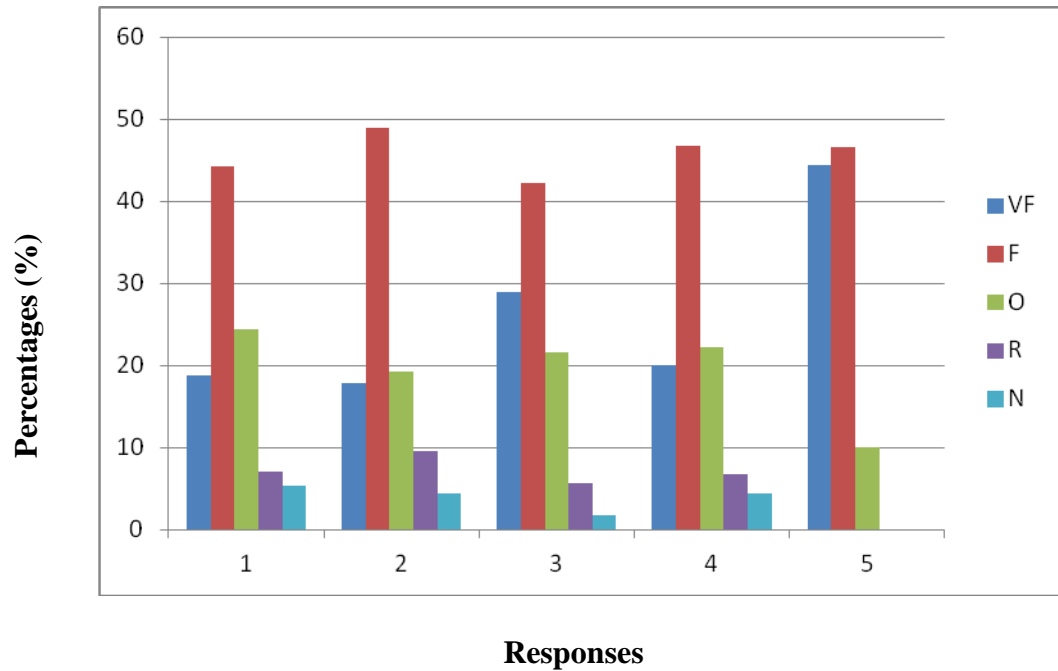

Responses

From Figure 4.15 above, it is evident that involvement of prefects' body influence students' discipline in public secondary schools in Kisii Central District and was one of the strategies most principals use to curb down indiscipline cases in schools.

4.16 Strengthening of Guidance and Counseling Department on Students' Discipline

This was objective four which was based on establishing the level at which strengthening of Guidance and Counseling Department on influencing students' discipline as a strategy in secondary schools. Both principals and teachers were asked about their opinions. The results are as shown in Table 4.13 below.

Table 4.13: Principals' Opinions on Strengthening of Guidance and Counselling Department on Student's Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Guidance and Counseling services are given to students.	6	37.5	7	43.8	3	18.3	0	0.0	0	0.0
Encouraging students to work through disagreements by not suppressing them.	4	25.0	7	43.8	2	12.5	2	12.5	1	6.2
Refer indiscipline cases to guidance and counseling Departments.	5	31.3	6	37.5	4	25.0	1	6.2	0	0.0
Students have freedom to seek assistance from teachers of guidance and counseling when faced with problems.	3	18.8	5	31.3	6	37.5	2	12.5	0	0.0
After counseling, students have freedom to choice of next option not forced to.	4	25.0	5	31.3	5	31.3	2	12.5	0	0.0
Total	**22**	**100**	**30**	**100**	**20**	**100**	**7**	**100**	**1**	**100**

From Table 4.13 above, it is evident that principals work on strengthening of Guidance and Counseling Department as one of the strategies on students' discipline. Guidance and counseling services were given to students 37.5 percent very frequent, 43.8 percent frequent, 19.3 percent often and no response on rarely nor never. Encouraging students to work through disagreements by not suppressing them 425 percent very frequent, 43.8 percent frequent, 12.5 percent often, 6.2 percent never. Refer indiscipline cases to Guidance and Counseling Departments 31.3 percent very frequent, 37.5 percent frequent, 25 percent often, 6.2 percent rarely and no response on never. Students have freedom to seek assistance from teachers of Guidance and Counseling Departments when faced with problems 18.8 percent very frequent, 31.3 percent frequent, 37.5 percent often, 12.5 percent rarely and no response on never. After counseling, students have freedom to choice of next option not forced to 12.5 percent very frequent, 31.3 percent frequent, 31.3 percent often, 12.5 percent rarely and no response on never. It was an indication that the majority of principals had strengthened the Guidance and Counseling Department to curb down students' indiscipline in their respective secondary schools.

Figure 4.12: Principals' Responses on Strengthening of Guidance and Counseling Department on Students' Discipline

Responses
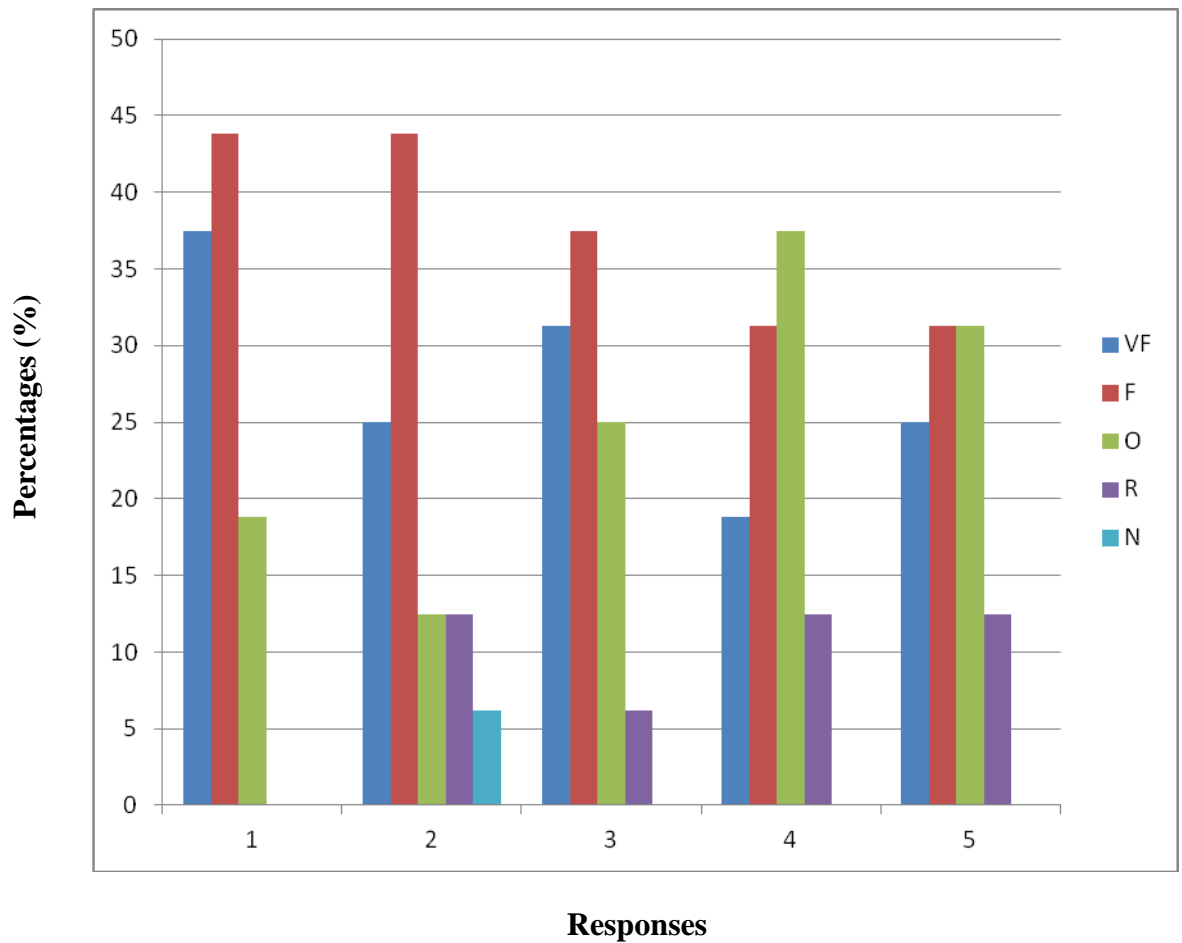
From Figure 4.16 above, it is evident that strengthening of Guidance and Counseling Department was one of the strategies majorities of principals use in public secondary schools in Kisii Central District to influence students' discipline.

Table 4.14: Teachers' Opinions on Strengthening of Guidance and Counseling Departments on Students' Discipline

Statement	VF		F		O		R		N	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Guidance and Counseling services are given to students.	90	20.0	190	42.2	100	22.2	50	11.1	20	4.4
Encouraging students to work through disagreements by not suppressing them.	95	21.1	175	38.9	130	28.9	40	8.9	10	2.2
Refer indiscipline cases to guidance and counseling Departments.	210	53.3	135	30.0	100	22.2	45	10.0	0	0.0
Students have freedom to seek assistance from teachers of guidance and counseling when faced with problems.	95	21.1	196	43.6	98	21.8	40	8.9	21	4.7
After counseling, students have freedom to choice of next option not forced to.	175	38.9	125	27.8	73	16.2	62	13.8	15	3.3
Total	**665**	**100**	**821**	**100**	**501**	**100**	**237**	**100**	**66**	**100**

From Table 4.14 above, it is evident that teachers (respondents) in their schools Guidance and Counseling Department were strengthened and active. The majority indicated that Guidance and counseling services were given to students 20.0 percent very frequent, 42.2 percent frequent, 22.2 percent often, 11.1percent rarely and 4.4 percent never. Encouraging students to work through disagreements by not suppressing them 21.1 percent very frequent, 38.9 percent frequent, 28.9 percent often, 8.9 percent rarely and 2.2 percent never. Refer indiscipline cases to Guidance and Counseling Departments 53.3 percent very frequent, 30.0 percent frequent, 22.2 percent often, 10.0 percent rarely and no response on never. Students have freedom to seek assistance from teachers of Guidance and Counseling Departments when faced with problems 21.1 percent very frequent, 43.6 percent frequent, 21.8 percent often, 8.9 percent rarely and 4.7 percent never. After counseling, students have freedom to choice of next option not forced to 38.9 percent very frequent, 27.8 percent frequent, 16.2 percent often, 13.8 percent rarely and 3.3 percent never. The majority showed that among the strategies their principals used to curb down indiscipline issues in schools, strengthening of the Guidance and Counseling Department on students' discipline was one.

Figure 4.13: Teachers' Responses on Strengthening of Guidance and Counselling Department on Students' Discipline
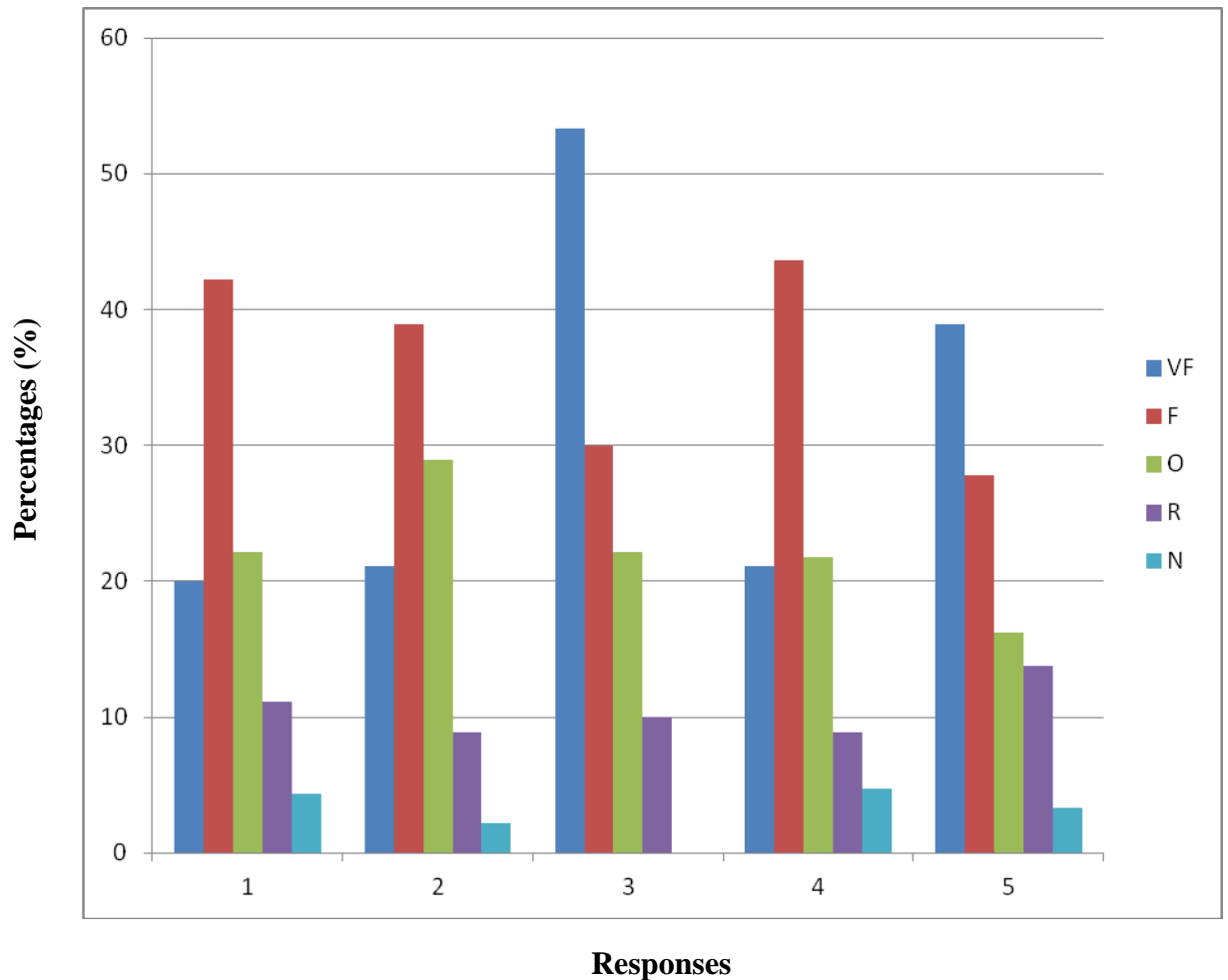
From Figure 4.17 above, it is evident that majority of responses agreed that strengthening of the Guidance and Counseling Department was one of the strategies principals use in public secondary schools to influence students' discipline in Kisii Central District.

4.17 Summary

From the analysis, it is evident that majority of the principals used strategies to influence students' discipline in their public secondary schools. Form the responses, majority used democratic leadership on students' discipline, means of communication on students' discipline, involvement of prefects' body in decision making process on students' discipline and also strengthening of Guidance and Counseling Department on students' discipline as strategies. Teachers who responded also agreed that principals in their respective school applied these strategies to curb down indiscipline cases in public secondary schools in Kisii Central District.

CHAPTER FIVE

SUMMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to establish principals' strategies influencing students' discipline in public secondary schools in Kisii Central District. It was guided by four objectives that focused on democratic leadership influence, means of communication influence, and involvement of prefects' body in decision making process influence, and strengthening of guidance and counseling department influence on students' discipline.

The study applied descriptive survey research design .The target population included all public secondary schools in Kisii Central District, particularly focusing on principals and teachers. The data was collected by use of a questionnaire. Through data analysis, the study revealed that the male principals were 10 representing 62.5 percent while female principals were 6 representing 37.5 percent. This shows that there was no gender bias .The analysis of teachers indicated that there were 270 male teachers representing 60 percent and 180 female teachers representing 40 percent. The majority of the principals who responded was aged 46 years and above .This represented 75.0 percent. The majority of teachers who responded were 41 years or older representing 66.7

percent. This is an indication that teachers had a long experience of teaching where youthful energy and experience was expected to be at its peak.

5.2.1 Democratic Leadership Style

Regarding open door policy between students and principals

The majority of principals who responded equaled 11 representing 68.8 percent indicating that there was an open door policy between students and principals.

The majority of teachers who responded equaled 300 representing 68.8 percent concurring that there was open door policy between student and principals.

Regarding encouraging student to bring new creative ideas

The majority of principals who responded equaled 11 representing 68.8 percent indicated that there was encouragement of students to bring new creative ideas in school.

The majority of teachers who responded equaled 262 representing 65.5 percent indicated that there was encouragement of student to b ring new creative ideas in school.

Regarding consultation of student before change are made to the diet

The majority of principals who responded equaled 9 representing 56.3 percent indicated that there was consultation with students before any changes were made on diet

The majority of teachers who responded equaled 307 representing 68.3 percent indicated that there was consultation with students before any changes was made on diet.

Regarding provision of suggestion box within the school

The majority of principals who responded equaled 14 representing 87.5 percent indicated that there was a suggestion box provided within the school.

The majority of teachers who responded equaled 375 representing 83.3 percent indicated that there was a suggestion box provided within the school.

Regarding principals setting aside specific day(s) in a week for meetings with students to discuss matters pertaining to the running and organization of the school

The majority of principals who responded equaled 11 representing 68.8 percent indicated that principals set aside specific day(s) in a week for meeting with students to discuss matters pertaining to the running and organization of the school.

The majority of teachers who responded equaled 291 representing 64.7 percent indicated that principals set aside specific day(s) in a week for meeting with students to discuss matters pertaining to the running and organization of the school.

5.2.2 Principals'' Means of Communication

Regarding well written communications through official letters, circulars, memo, notices, suggestion boxes, minutes, report, print out and school magazine

The majority of principals who responded equaled 12 representing 75.0 percent indicated that there were well written communications in school through official letters, circulars, memo, notices, suggestion boxes, minutes, report, print out and school magazine.

The majority of teachers who responded equaled 270 representing 60.0 percent indicated that there were well written communications in school through official letters, circulars, memo, notices, suggestion boxes, minutes, report, print out and school magazine.

Regarding open communication between principals and student which is clear, unambiguous and continuous

The majority of principals who responded equaled 11 representing 68.8 percent indicated that there was open communication between principals and student which is clear, unambiguous and continuous.

The majority of teachers who responded equaled 255 representing 65.5 percent indicated that there was open communication between principals and student which is clear, unambiguous and continuous.

Regarding mission and vision statements being well communicated through school badges and sign posts

The majority of principals who responded equaled 10 representing 62.5 percent indicated that there were well communicated mission and vision statements through school badges and sign posts.

The majority of teachers who responded equaled 240 representing 55.3 percent indicated that there were well communicated mission and vision statements through school badges and sign posts.

Regarding three major communication networks in school

The majority of principals who responded equaled 13 representing 81.3 percent indicated that three major communication networks in school, downward, upward and lateral communication were practiced in schools.

The majority of teachers who responded equaled 365 representing 81.1 percent indicated that three major communication networks in school, downward, upward and lateral communication were practiced in schools.

5.2.3 Involvement of Prefects' Bodies in Decision Making Process

Regarding prefects' body being consulted when making school rules

The majority of principals who responded equaled 10 representing 62.6 percent indicated that there was consultation with prefects' body when making school rules.

The majority of teachers who responded equaled 284 representing 63.0 percent indicated that there was consultation with prefects' body when making school rules.

Regarding prefects' body suggest possible ways of improving school

The majority of principals who responded equaled 9 representing 56.3 percent indicated that there were suggestions made by prefects' body on ways of improving schools

The majority of teachers who responded equaled 300 representing 68.7 percent indicated that there were suggestions made by prefects' body on ways of improving schools

Regarding prefects' body attending disciplinary meetings

The majority of principals who responded equaled 9 representing 56.3 percent indicated that there was attendance of disciplinary meetings by prefects' body.

The majority of teachers who responded equaled 300 representing 66.7 percent indicated that there was attendance of disciplinary meetings by prefects' body.

Regarding prefects' body involvement in supervising manuals, taking the roll call, punish those breaking rules and make announcement

The majority of principals who responded equaled 12 representing 75.0 percent indicated that there was involvement of perfects' body in supervising manuals, taking the roll call, punishing those breaking rules and making announcement.

The majority of teachers who responded equaled 405 representing 91.0 percent indicated that there was involvement of perfects' body in supervising manuals, taking the roll call, punishing those breaking rules and making announcement.

5.2.4 Guidance and Counseling

Regarding guidance and counseling services to students

The majority of principals who responded equaled 13 representing 81.3 percent indicated that there were guidance and counseling services given to students.

The majority of teachers who responded equaled 280 representing 62.2 percent indicated that there were guidance and counseling service given to students.

Regarding encouraging students to work through disagreement by not suppressing them

The majority of principals who responded equaled 11 representing 68.8 percent indicated that there was encouragement of students to work through disagreements by not suppressing them.

The majority of teachers who responded equaled 270 representing 60.0 percent indicated that there was encouragement of students to work through disagreements by not suppressing them.

Regarding referring indiscipline cases to guidance and counseling departments

The majority of principals who responded equaled 11 representing 68.8 percent indicated that there were referring indiscipline cases to guidance and counseling departments.

The majority of teachers' who responded equaled 345 representing 83.3 percent indicated that there was referring indiscipline cases to guidance and counseling departments.

Regarding students' freedom to seek assistance from teachers of guidance and counseling when faced with problem

The majority of principals who responded equaled 8 representing 50.1 percent indicated that students have freedom to seek assistance from teachers of guidance and counseling when faced with problem.

The majority of teachers who responded equaled 291 representing 64.7 percent indicated that students have freedom to seek assistance from teachers of guidance and counseling when faced with problem

The majority of principals who responded equaled 9 representing 56.3 percent indicated that there was after counseling students have freedom to choice of next option not forced to choice of next option not forced to.

The majority of teachers who responded equaled 300 representing 68.7 percent indicated that there was after counseling students have freedom to choice of next option not forced to choice of next option not forced to.

5.3 Conclusion

Based on the data of the study, the following are key findings of the study. The majority of principals were very effective in the use of democratic leadership on students' discipline. The majority of principals were very effective in involvement of prefects' body in decision making process on students' discipline and the majority of principals were very effective in strengthening of the Guidance and Counseling Department on students' discipline in public secondary schools in Kisii Central District.

In addition the demographic data of principals also influenced greatly to teaching experience, good exposure, knowledge and skills of administration that facilitated to use of the above mentioned strategies to influence students' discipline in public secondary schools in Kisii Central District.

5.4 Recommendations

In view of the research findings, the researcher recommended the following:-

i)   The principals of secondary schools should be democratic in the administration of school affairs. This is because this type of leadership practice influence students' discipline since it allows for open door policy for discussions between the students and administration.

ii) The principals should establish students' councils through which the students can participate in leadership matters of the school and other affairs. This will make them be empowered on school matters and they feel that they are part of decision making.

iii) Students should be taught ways of communicating with each other, there teachers and the authority.

iv) More open forums to be organized within the school level between the principals, teacher-counsellor, and other teachers and students prefects' body.

v) The Ministry of Education (MoE) should come up with policies that enhance effective means of communication between the principals and students and make a follow-up to that effect.

vi) The Kenya Education Management Institute (KEMI) should identify factors that hinder effective means of communication between the Principals and students and address them when offering in-service courses to educational administrators.

vii) The Board of Governors (BoG) should facilitate effective means of communication in schools by giving money for installation of notice boards in strategic points within school and by allowing students to come up with some of the school rules and regulations.

viii) There is also need for the principals to be clearer when communicating rules and regulations to students to avoid misinterpretation.

ix) That, schools should have laid down policies on how prefects' body ought to be involved in school administration.

x) All public secondary schools should select prefects democratically from the student, in fact elect there prefects and should be free and fair to avoid students feeling shortchanged.

xi) Schools should set aside enough time and resources to effectively and efficiently induct the prefects for them to be able to carry out their roles well.

xii) Teacher counsellor should be offered further training and orientation in guidance and counseling objectives and techniques through pre-service and in-service courses, seminars and workshops in order to help students develop holistically. Teacher counselors should be given minimal class loads and be exempted from other school duties like duty master to allow time for follow-up cases.

xiii) The stakeholders in education should provide appropriate resources for guidance and counseling such as special rooms.

xiv) Schools should often invite young mentors for counseling and guest speakers as well as improving the counseling committee to include parents, BOG representatives and other stakeholders.

xv) The government should encourage organizations and NGOs dealing with education to help schools with materials on guidance and counseling for students and teachers.

5.5 Suggestions for Further Research

Based on the findings of this study, other studies may be done on the following:

i) Given that the research focused only on public secondary schools in Kisii Central District, a similar study should be carried out in other districts for comparison purposes.

ii) The research suggests that the same research carried out to identify out other more strategies the principals use to influence students discipline.

iii) The research suggests investigating challenges principals face when implementing these strategies on influencing students' discipline in their schools.

iv) A study on the head teachers' strategies influencing pupils' discipline in public primary schools in Kenya.

v) Since the study only focused on public secondary schools, a similar is recommended that to be carried out in private secondary school for comparison purposes.

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APPENDICES

Appendix I

LETTER OF INTRODUCTION

University of Nairobi
C/o Dept. of Educational
Administration & Planning
P.O Box 30197
Nairobi.

The Principal

_____Secondary School

Dear Sir/Madam,

RE:EDUCATIONAL RESEARCH.

I am a post-graduate student undertaking a Master of Education degree at the University of Nairobi. I am carrying out a research on Principals' Strategies Influencing Students' Discipline in Secondary Schools in Kisii Central District, Kenya.

I would be grateful if you spare some of your limited time to complete the questionnaire. All the information given will be used for the purpose of this study, but your identity will be treated with confidentiality. Do not write your name on this questionnaire.

Kindly complete all sections as honestly as possible.

Thank you in advance for your cooperation.

Yours faithfully,

Riang'a Kamanda Julius

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather general information about students' discipline for use in the study of the administrative processes used to influence students' discipline in Public Secondary Schools in Kisii Central District. Please respond to each question by ticking (√) the appropriate response (or as is relevant). Your identity will be confidential and information will be used by the researcher for the purpose of this study only. **Do not write your name or the name of your school** anywhere in this questionnaire. You are kindly requested to respond to all items.

Part I General Information

1. What is your age?
   _____

2. Which is your gender?
   a) Female ☐   b) Male ☐

3. What is your highest academic qualification?
   a) Diploma/SI ☐   d) B. A with P.G.D.E ☐

   b) A.T.S ☐   e) Masters Degree ☐

   c) Bachelor of Education ☐

   f) Any other (specify)_____

4. For how long have you been a Principal in your present school? Please indicate in the space provided below.
   _____

5. What is the type of school?
   a) Girls' Boarding ☐   d) Boys' Boarding ☐

   b) Mixed Day ☐   e) Mixed Boarding ☐

   c) Mixed Day/Boarding ☐

Part II The questions in this part require ticking (√). Please respond to each of the questions as truthfully as possible. Listed below are some of the strategies used to influence students' discipline. Please indicate with a tick (√) in the relevant column the extent to which each one of these strategies is used in your school in relation to student discipline.

Scale

Very Frequent (VF)   Frequent (F)   Often (O)   Rarely (R)   Never (N)

No.	Statement (Practice)	VF	F	O	R	N
	Democratic Leadership					
1.	Encourage open door policy where students are free to see the head of the institution to explain their problems.					
2.	Encourage students to bring new creative ideas.					
3.	Accept that you are capable of making mistakes.					
5.	Consulting with students before any changes are made to the diet provided by the school					
6.	Allowing students to have a say in determining the dress code of the school					
7.	Provision of a suggestion box within the school for students to give independent views about the school administration					
8.	Setting aside specific day(s) in a week for meetings between the Principals and the students to discuss matters pertaining to the running and organization of the school.					

	Means of Communication					
9.	There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.					
10.	There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.					
11.	Principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls.					
12.	School mission and vision well communicated through school badges and signposts.					
13.	There are three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication.					
	Prefects' Body in Decision Making Process					
14.	Prefects' body consulted when making school rules.					
15.	Prefects' bodies are consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made.					
16.	Prefects' body suggests possible ways of improving school.					
17.	Prefects' body attends disciplinary meetings.					
18	Prefects' body involvement in supervising manuals, takes the roll call, punish those breaking rules and make announcements.					
	Guidance and Counseling					
19	Guidance and counseling services are given to students.					
20.	Encourage students to work through disagreements by not suppressing them.					

21.	Refer indiscipline cases to guidance and counseling departments.					
22.	Students have freedom to seek assistance from teachers of guidance and counseling when faced with problems.					
23.	After counseling students have freedom to choice of next option not forced to.					

Thank you for completing this questionnaire.

Appendix III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather general information about students' discipline for use in the study of the administrative processes used to influence students' discipline in Public Secondary Schools in Kisii Central District. Please respond to each question by ticking (√) the appropriate response (or as is relevant). Your identity will be confidential and information will be used by the researcher for the purpose of this study only. **Do not write your name or the name of your school** anywhere in this questionnaire. You are kindly requested to respond to all items.

Part I General Information

1. What is your age?

   _____

2. What is your gender?
   a) Female ☐   b) Male ☐

3. What is your highest academic qualification?

   a) Diploma/SI ☐   d) B. A with P.G.D.E ☐

   b) A.T.S ☐   e) Masters Degree ☐

   c) Bachelor of Education ☐

   f) Any other (specify)_____

4. For how long have you taught in your school? Please indicate (in years) in the space provided below._____

5. What type of school is it?

a) Girls' Boarding ☐

b) Mixed Day ☐

c) Mixed Day/Boarding ☐

d) Boys' Boarding ☐

e) Mixed Boarding ☐

Part II The questions in this part require ticking (√). Please respond to each of the questions as truthfully as possible. Listed below are some of the strategies used to influence students' discipline. Please indicate with a tick (√) in the relevant column the extent to which each one of these strategies is used in your school in relation to student discipline.

<u>Scale</u>

Very Frequent (VF)   Frequent (F)   Often (O)   Rarely (R)   Never (N)

No.	Statement (Practice)	VF	F	O	R	N
	Democratic Leadership					
1.	Encourage open door policy where students are free to see the head of the institution to explain their problems.					
2.	Encourage students to bring new creative ideas.					
3.	Accept that you are capable of making mistakes.					
5.	Consulting with students before any changes are made to the diet provided by the school					
6.	Allowing students to have a say in determining the dress code of the school					

7.	Provision of a suggestion box within the school for students to give independent views about the school administration.					
8.	Setting aside specific day(s) in a week for meetings between the Principals and the students to discuss matters pertaining to the running and organization of the school.					
	Means of Communication					
9.	There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.					
10.	There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.					
11.	Principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls.					
12.	School mission and vision well communicated through school budges and signposts.					
13.	There are three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication.					
	Prefects' Body in Decision Making Process					
14.	Prefects' body consulted when making school rules.					
15.	Prefects' bodies are consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made.					
16.	Prefects' body suggests possible ways of improving school.					
17.	Prefects' body attends disciplinary meetings.					
18	Prefects' body involvement in supervising manuals, takes the roll call, punish those breaking rules and make announcements.					

	Guidance and Counseling					
19	Guidance and counseling services are given to students.					
20.	Encourage students to work through disagreements by not suppressing them.					
21.	Refer indiscipline cases to guidance and counseling departments.					
22.	Students have freedom to seek assistance from teachers of guidance and counselling when faced with problems.					
23.	After counseling students have freedom to choice of next option not forced to.					

Thank you for completing this questionnaire.

Appendix IV

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735404245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Date: **21ˢᵗ May 2013**

Our Ref: **NCSTIRCD/14/0131720**

Julius Kamanda Rianda
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **3ʳᵈ May, 2013** for authority to carry out research on ***"Principals' strategies influencing students' discipline in-public secondary schools in Kisii Central District, Kenya."*** I am pleased to inform you that you have been authorized to undertake research in **Kisii Central District** for a period ending **31ˢᵗ July, 2013.**

You are advised to report to the **District Commissioner and District Education Officer, Kisii Central District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kisii Central District

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

Appendix V

RESEARCH CLEARANCE PERMIT

ATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Julius Kamanda Rianda
of (Address) University of Nairobi
P.O. Box 30197-00100, Nairobi.
Has been permitted to conduct research in

Research Permit No. NCST/RCD/14/013/720
Date of issue   27st May, 2013
Fee received   KSH. 1,000

Kisii Central   Location
                     District
Nyanza   Province

on the topic: Principals' strategies influencing
students' discipline in public secondary
schools in Kisii Central District, Kenya.

Applicant's
Signature

Secretary
National Council for
Science & Technology

for a period ending: 31st July, 2013.

Appendix VI

BUDGET FOR THE STUDY

Budget	Kshs..
Secretarial Services	
Typing proposal	8,000
Typing final report	6.000
Photocopying of report	2,500
Photocopying/typing questionnaires	3,500
Stationeries	
Writing materials	1,500
Pens	100
Duplicating	4,200
Travelling Expenses	
To pretest questionnaire	2,500
To make appointments and administer questionnaires	4,000
To collect data	3,500
To consult supervisor	6,000
Computer Analysis	5,000
Binding Expenses- Proposal and Final Report	4,500
Total	**51,300**

Appendix VII

TIME FRAME FOR THE STUDY

Activities	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	July
Topic selection.	▮							
Proposal writing and presentation.		▮	▮					
Acquiring the permit for data collection. Instrumentation. Piloting. Refining the instruments. Administering questionnaires and their collection.				▮	▮			
Data analysis.						▮	▮	
Compiling the report.								▮
Submitting the project.								▮