# STUDENT COUNCIL PARTICIPATION IN THE MANAGEMENT OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TESO NORTH SUB-COUNTY, BUSIA COUNTY, KENYA

**BY**

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# DECLARATION

## DECLARATION BY THE CANDIDATE

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

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## DECLARATION BY THE SUPERVISORS

This research thesis has been submitted to Moi University with our approval as Moi University Supervisors.

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# **DEDICATION**

This work is dedicated to my family for their support and particularly during my entire study period.

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**ABSTRACT**

Student Council is a representative structure through which students in a post-primary school can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students. The study set out to investigate student council participation in the management of discipline in public secondary school in Teso North Sub-County in Busia County. The study sought to: establish the influence of student council participation in the formulation rules and regulations on management of discipline; establish the effect of student council participation in guidance and counseling on the management of discipline; determine the influence of student council involvement in formulating punishment on the management of discipline; and examine the influence of use of rewards on student council participation in the management of discipline. The study was based on dimensional theory of leadership as advanced by Lewin, Lippit and white, Tannenbaum and Schmidt, Vroom and Yetton and McGregor. The target population was 7379 students and 189 teachers and 27 principals from 27 schools. The research employed descriptive survey design using a random sample of 365 students, 18 teachers and 9 principals. This sample size was determined using Krejcie and Morgan's table of sample determination and using coefficient variation of 30% and a standard error of 2% through stratified simple random sampling technique. The information was collected using a self-administered questionnaire, an interview guide and document analysis. Content validity of an instrument was improved through expert judgment. In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made to make judgments on their reliability. The study established the following: students involvement in the periodic review of rules and regulation and guidance and counseling had influence on discipline however it emerged that students are partially involved; schools involved students in designing punishment but students never took punishment positively and that common disciplinary problems experienced in schools was due to lack of students involvement. Lastly, it emerged that rewards influenced discipline and more particularly when students were involved which was usually not the case. Data analysis was presented descriptively using means and frequencies with the aid of Statistical Package for Social Sciences. The analyzed data was put in form of frequency tables, pie charts and graphs. Qualitative data was put under themes consistent with the research objectives. The study recommended that schools should empower students' council in which students' views and ideas can be heard and discussed; Ministry of education should organize and offer seminars to ensure that school heads are well sensitized on the importance of involving students in school management; among others. The study findings will help education stakeholders and students to recognize the importance of student involvement in the management of discipline.

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**ABBREVIATIONS**

**BOM-**      Board of Management.

**PTA-**      Parents Teachers Association.

**MOE** -     Ministry of Education.

**MOEST-**    Ministry of Education Science and Technology.

**NACOST**I-  National Council for Science, Technology and Innovation.

**KSSSC-**    Kenya Secondary Schools Student Council.

**ANPPCAN-**  African Network for the Prevention and Protection against Child Abuse and Neglect

**CHAPTER ONE**

**INTRODUCTION TO THE STUDY**

**1.0 Introduction**

The chapter entails background information of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance and limitations of the study, assumptions of the study, theoretical framework, Conceptual framework, operational definition of significant terms of the study.

**1.1 Background Information.**

Student participation in management of discipline refers to the work of student representative bodies-such as school council, student parliaments and the prefectorial bodies. It is also a term used to encompass all aspects of school life and decision making where students may make contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Student participation also refers to participation of students in collective decision making at school or class level and dialogue between students and decision makers, not only consultation or a survey among students. Student participation in management is often viewed as problematic to school administrators, parents and society at large**.** This is often due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation in management is often confined to issues concerned with student welfare and not in core governance issues.

As defined by Bäckman and Trafford (2007), the school management represents a wide definition of school leadership, including both instrumental and ideological aspects. Since so many factors cannot be controlled by executive powers alone, an open and democratic approach is the only way to a successful and sustainable leadership in a modern school. However, democratic school governance is not merely a means of survival for the school head; there are other, far more important reasons (Bäckman & Trafford, 2007).

Existing literature shows that schools in different parts of the world differ on the extent to which they involve students in management. In the United States of America, for instance, Neigel (2006) notes that high school reform efforts strongly recommend that schools model democratic principles and give students, teachers, parents, and community members a significant role in school management and the decision-making process, and this has led to increased participation of students in governance. Most secondary schools in developed countries such as the US, Britain and Germany offer students the opportunity to participate in some sort of student government (Miller, 2004). Participation in student government is done through a student government course, in which students learn leadership and decision-making skills.

In Cyprus, Menon (2005) conducted a study on the views of students regarding the extent of their participation in the management of their university and their satisfaction with the degree of this participation. The study respondents included 135 students of the University of Cyprus. The study found out that students believed that their involvement in the management of their institution was very limited. This resulted in feelings of frustration and dissatisfaction among students, with the majority of respondents

demanding a higher level of participation in various decision making situations. Menon (2005) proposed that educational institutions abandon outdated leadership models, and adopt measures for increasing student participation in governance.

In Nigeria, Akomolafe and Ibijola (2011) conducted a study on students' participation in university governance and the organizational effectiveness. The study adopted a descriptive research design and data was collected from 500 students and 200 members of staff by the use of a questionnaire. The study established a significant relationship between students' participation in governance and organizational effectiveness in the university system. These researchers concluded that students' participation in governance is an important factor in organizational effectiveness.

In Kenya, Mule (2011) conducted a study on factors influencing students' leaders' involvement in governance of public secondary schools in Mwala District. The study adopted a descriptive survey design and the study participants included principals and 255 student leaders. The study found out that all principals are aware of the importance of participatory school management as a way of governance. The study revealed that there was no significant difference between principals' education level and students' leaders' involvement in public secondary schools; meaning principals across the sampled schools involved students in school governance issues to some extent irrespective of their age. The study further established that there was no significant difference between level of students' involvement in school governance and principals' administration experience. From the above findings it is evident that incorporation of stakeholders in decision

making goes a long way in creating an enabling environment for learning and realizing organizational effectiveness.

In Kenya, schools are operating either under the prefectorial system or the students' council system (Mwangi, 2006). In some schools students are given opportunities to select their prefects while in others prefects are appointed by teachers and the school administration. Previous research by Mwangi (2006) and Mulwa (2004) have shown that failure by school administrators to involve students in selection of prefects contributes to strikes and indiscipline in Kenyan schools.

There have been increased calls for increasing the extent of inclusion of students in decision making in secondary schools in Kenya owing to the frequent occurrences of student unrests in the sector (Mwangi, 2006). The call for inclusion of students in the decision-making structure in schools has led to attempts by the Ministry of Education to put in place structures for inclusion (Tikoko & Kiprop, 2011). The Ministry of Education, with support from UNICEF, introduced the Kenya Secondary School Student Council system in 2009 with a view to making secondary school governance more participatory.

According to Fadhili (2005), most students and teachers attribute indiscipline to lack of dialogue between the administrators and the students. Most headteachers adopt master/servant, superior/inferior attitude in dealing with students. They rarely listen to students grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding. It eventually leads to frustration and violence

as manifested in strikes. Opportunities should be provided where teachers, students, and administrators can sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization. One of the issues identified as a cause of unrest is the lack of communication between the headteachers, teachers, and students.

In view of this, headteachers are required to cultivate a democratic and participatory environment in the school and encourage regular fora (barazas) where teachers and students are encouraged to express their views (MOEST, 2001). This can also be done through the use of suggestion boxes, school assemblies, house meetings, class meetings, guidance and counseling sessions and open days for public and students to encourage collaborative management of the schools (MOEST, 2004, MOEST, 2000/2001). Prompt action should be taken on students□ grievances/problems. Any major institutional policy change affecting students such as school uniform, diet, school fees must be done in consultation with the BOM, PA, and the students.

Establishment of school governance in secondary schools was faced with challenges, such as conflicting interests of the students and tension between students and the administration (Yuen and Leung 2010). These challenges surfaced when the school became more established, grew in size, took in more students, moved into a bigger campus, and subsequently needed to face the public examinations. Understanding such factors will enable school administrators to effectively institutionalize student

participation, such as forming student council. Student council often serves to engage student in learning about democracy and leadership.

## 1.2 Statement of the Problem

As students from various socio-economic backgrounds meet in the school environment, the need to observe rules and regulations becomes imperative so that order, discipline, and conducive learning environment may be created (Blandford, 1998). Over the last few years there have been increased calls for increasing the extent of inclusion of students in decision making in secondary schools in Kenya owing to frequent occurrence of students unrests in the sector (Kamuhanda, 2003; Buhere 2008; Kindiki 2009).

Afullo (2005) noted that students' unrests have become a major concern in schools. Afullo further revealed that Kenyan teachers are continuously finding it difficult to enforce discipline particularly after the abolishment of corporal punishment by the Kenyan government in 2003 since discipline is often equated with corporal punishment. These manifestations, among others, are an indicator of prevalence of indiscipline in our Kenyan schools, despite the introduction of alternative measures of discipline management. Ideally, effective discipline is primarily a matter of instruction. These include preventions and intervention programs and strategies for changing student behavior, and educating and involving and supporting stakeholders. Effective discipline relies on empirical evidence rather than custom or habit.

According to the Sub-County Education Office's report (2013), many secondary schools in Teso- North Sub County have not scored well on discipline, and the reasons given for these is lack of students' involvement. This has been blamed for poor academic performance in National examination, strikes, early pregnancies, destruction of property and drug abuse. Arising number of students from these schools are becoming more unruly. This might be an indicator that the current methods of discipline management are not effective in managing students' discipline. Being reflective of the overall situation in the whole country, this study therefore sought to investigate if student council participation in management of discipline would help improve students' discipline.

## 1.3 Purpose of the Study.

The purpose of the study was to investigate students' council participation in management of discipline in public secondary schools in Kenya.

## 1.4 Objectives of the Study

i.  To establish the influence of student council participation in the periodic review of rules and regulations on management of discipline.

ii.   To establish the effect of student council participation in guidance and counseling on the management of discipline.

iii.  To determine the influence of student council involvement in designing punishment on the management of discipline.

iv.  To examine the influence of use of rewards on student council participation on the management of discipline.

## 1.5 Research Questions.

The study was guided by the following research questions:

i.    What is the influence of student council participation in the periodic review of rules and regulations on management of students' discipline?

ii.    What is the effect of student council participation in guidance and counseling on the management of students' discipline?

iii.    What is the influence of student council involvement in designing punishment on management of students' discipline?

iv.    What is the influence of use of rewards on student council participation on the management of discipline?

## 1.6. Justification of the Study

There had been complains from the education stakeholders that discipline had deterioted in schools (Teso North Sub-County Education Office's report 2013**).**The reasons given for these were lack of students' involvement. This had been blamed for poor academic performance in National examination, strikes, early pregnancies, destruction of property and drug abuse.

The above observed "poor" discipline generated a problem underlying the purpose of this study. In establishing why students were indiscipline would provide a basis for suggesting how schools could involve or involved students in the management of discipline.  And also how they could guide and assist their learners' address their challenges without necessarily being unruly.

## 1.7 Significance of the Study

This study would yield data or information that would be useful for proper management of students' discipline in the public institution. It would also provide information for institutionalization of framework for constituting the student council for efficient and effective management of public secondary schools and other educational institutions in Kenya.

The study findings would help education stakeholders to recognize the importance of student involvement in the management of discipline. It would form a foundation for further research on related topics. It would enrich existing literature on discipline management in schools to various stakeholders. It would provide information for policy formulation on discipline management.

These findings and the recommendations would be useful to the managers and administrators of the educational institution. Henceforth, they would not rely on haphazard personal experiences or subjective expert judgments, or on tradition or fashion in their management tasks(discipline),but base their methods ,decisions and actions on concrete knowledge of issues(affecting student welfare and how to address them) supported by research findings. This study would improve the efficiency and effectiveness of school management and help re- invent them as centres of academic excellence. The researcher hoped that the study would form a basis for further research in the involvements of students on the management of educational institutions in general. This would lead to generation of new ideas for the better and more efficient management of secondary schools and other educational institutions in Kenya and the rest of the world.

## 1.8 Limitations of the Study

Ideally the study should have been conducted in all public secondary schools and other institutions of learning in Kenya. The localization of the study to Teso North Sub County could limit its generalizability to other institutions of learning in Kenya, but should be useful for exemplification and the beginning of a debate.

## 1.9 Assumptions of the Study

The researcher assumed that all public secondary schools had student council. The study assumed that the principals, targeted teachers and the students would respond effectively to questions without bias. The instrument used would elicit the intended information from the respondents without ambiguity. The study also assumed that the weather would be favorable enough to allow access to the targeted schools.

## 1.10 Theoretical Framework

Theories of management in any period are driven by a set of convictions and hopes on the theorists. One conviction is that rapid societal evolution makes it imperative to one's pulse on social changes and their implications for how groups of human beings can best be managed. The participative management and leadership style ascendant in the late twentieth century was exemplified by the dimensional theory of leadership as advanced by Lewin, Lippit and white (1939), Tannenbaum and Schmidt (1959) Vroom and Yettom (1973) and McGregor (1960) .The theory postulates' that leadership dimension seems to

be concerned with the overt use of power and authoritarianism on the one hand and participation and democracy on the other hand. The only meaningful way to study management is to regard it in terms of the leadership style adopted. Therefore school should be managed using leadership style that is more or all inclusive and democratic and eliminating those leadership styles that are discriminative and authoritative in nature. With the development of democracy in the country, considerable overlap is inevitable in the education sector. As adopted in this study, dimensional theory holds that management actions influence the discipline of students in public institutions.

In the application of the dimensional theory of leadership to this study, it can be noted that in a school setting, the hierarchical and autocratic approaches are sometimes the best way for the school administrators to manage discipline in the school. On the other hand, democracy and participation demonstrates that human beings are far more willing to invest in themselves in their work if it bears personal meaning. If they can escape the suffocation of being over managed and begin to make a collaborative investment through their labor, they bring untapped view fountains of creativity and energy to an organization (The Rise of contemporary leadership Theory, 2008).The democratic model of organizational leadership began to develop, with its flattened organizational pyramids with concepts such as shared vision.

Under such circumstances, involved leaders experience a high level of contentment in their work unlike hierarchical arrangements where school administrators' enjoy maximum contentment and students experience minimum contentment (Envision

software, 2008). In this situation, one would expect students to dislike their work, avoid responsibility, have no interest in school goals and resist change.

Therefore involvement of students seems more likely with participatory and democratic model. In other words, with involvement of students, the higher level needs of esteem and self-actualization are achieved. Consequently, they will be self–directed and creative, will be committed and capacity for creativity spreads throughout the school leadership. Under these assumptions, there is an opportunity to align personal goals, with school goals by using the students own need for fulfillment as the motivator. If democracy and participation holds true, the school can apply these principles of scientific management to involve students by not only opting for democratic approaches to selecting leaders but also allowing them participate in management and be supported by the entire school staff and administrators in managing school discipline.

However, in adopting the one dimensional theory of leadership for this study, the researcher is not ignorant of its shortcomings. Other factors are involved in leadership and not merely leadership style. For example, some autocratic leaders were successful whereas others were failures. The theory thus requires a shared vision so that all people in the school have an idea of what they are trying to accomplish. It requires a cohesive effort from all participants, a task that is not easy to achieve especially where "all" is involved.

**1.11 Conceptual Framework**

The conceptual framework examines the dependent variables (management of students' discipline) measured on a scale of the activities which are evident of their participation in

student council. The independent variables of the study is students' council participation which is characterized by their involvement in formulation of rules and regulation; guidance and counseling; designing punishment and rewards; and teachers' perception on student council participation in the management of discipline.

These variables have an influence on the dependent variable of the study which is management of students' discipline in public secondary schools. It is expected that in schools where students are involved in school management, less administrative problems are experienced, there is improved school learning climate and good relationship amongst all stakeholders; and vice-versa for those schools which do not involve their students in management especially through student council. The extraneous variables for the study were government policies and parental involvement. The variables influenced the results of the study and the researcher had no control over them. For a example abolishment of corporal punishment by the government in 2003 impacted negatively on the management of students discipline because teachers relied on it to manage discipline.

**Figure: 1: Conceptual framework on factors influencing discipline in management of schools.**

Student council participation (I.V)                    Management of discipline (D.V)

- Government

  policy.

- Parental

  involvement

Extraneous variable

**1.12 Operational definition of terms**

**Counseling**- This is a specific process of assistance extended by an expert in an individual situation to a needy person.

**Discipline**- The definition of discipline adopted in this study refers to a system where actions are controlled by certain almost fixed rules.

**Discipline management**-This is primarily about establishing guidelines for behavior and making sure that those guidelines are followed.

**Guidance** –This is the process through which a guide /trained personnel gives directions/information help to a person about how to do something in order to understand himself/herself and things better.

**Student Council** -This is a representative structure through which students in a post-primary school can become involved in the affairs of the school, working in partnership with school management and staff and parents for the benefit of the school and its students

**Student Council Participation**- Involvement of student council members in affairs related to Management of schools.

**Regulation**- This is a rule or law designed to control or govern conduct.

**Rewards**-This is an appetitive stimulus given to a student to alter his/her behavior.

**Rules**-This is a prescribed guide for conduct or action.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 Introduction**

This chapter presents a review of literature related to the study. The literature is presented under the following sub-themes: The concept of discipline management; student and discipline; rules, regulation and student discipline; guidance and counseling and students discipline; punishment and student discipline; Principal perception on student council participation on management of discipline; the concept of student council in management of schools; purpose of student council; objective of the student council; students' involvement in school management; and summary of the literature review.

**2.1 The Concept of Discipline Management**

Discipline management is primarily about establishing guidelines for behavior and making sure that those guidelines are followed. The definition of discipline adopted in this study refers to a system where actions are controlled by certain almost fixed rules. Discipline plays an essential role in the moral development of a child and in creation of a healthy society (Nasibi, 2003). Okumbe (1998) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. He adds that despite the acquisition and application of theoretical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff that do not strictly follow the set standards of their educational organizations'. Okumbe points out that it is thus imperative that educational

managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

In Kenya, each secondary school has its own unique way of maintaining discipline within the school. However, there are common methods of discipline that most schools use like school rules, punishment, and guidance and counseling (Oyaro, 2005). Some extents have helped the schools to manage discipline problems. For effective management of discipline, the cooperation between the head, staff, students, parents and the community is essential.

## 2.2 Students and Discipline

Cowley (2001) points out that there can be a tendency for teachers to think that misbehavior is planned or premeditated by their students. She adds that whilst it is certainly true in some cases that students make conscious decisions to misbehave, in reality the majority of poor behavior stems from very different factors. Cowley points out that if teachers understand some of these causes and learn ways to deal with them, they can avoid setting up situations where confrontations occur between them and the students. The success of instilling positive discipline therefore, calls for the establishment of a relationship of trust and respect between the adult and the child (Waithaka, 2005).

## 2.3 Rules, Regulations and Student Discipline

According to Saya (2005), rules are very important because they help to set academic excellence and also contribute to all round development of students. In Kenya, the

Education Act 2014 permits the authority structure in any school to make administrative rules pertaining to the discipline of the students and to prescribe appropriate punishment for breach or non-adherence to such rules (Republic of Kenya, 1980, Cap 211). The purpose of the school rules is to create a safe and warm environment (Chaplain, 2003).

All students and teachers are supposed to be familiar with the rules and it is the first thing students are given whenever they join a new school. Not knowing the school rules can be termed as defiance of authority and is punishable in some schools (Classroom discipline plan, 2005). Latham (1998), however, notes that a rule-as-discipline approach leads to a paradox. He points out that the rules may encourage passive acceptance instead of critical thinking and reflection in students. The solution, he argues, lies in the thinking of rules, not as being a means to an end, but as having direct implications for student learning. Porteus, Vally and Ruth (2001) point out that the development of rules should be directly linked to maintaining high expectations for learners. They add that high expectations should relate to both behavior as well as academic excellence. Shannon and McCall (2005) indicate that rules should not be very restrictive because students like adults resent unrealistic restrictions and struggle against them. Human Rights Watch (2005) adds that when the rules are broken specific punishment given should be immediate, appropriate and remedial. Students should be given clearly stated, precise set of rules whose value in obeying they should appreciate (MOEST, 2000/2001).

According to Doyle and Gottfredson and Gottfredson cited by Cotton (2005) students misbehave because the school rules have not defined clearly the kind of behavior they are expected to exhibit. In their research on effective disciplinary practices, they found out

that one of the ineffective practices include vague and or unenforceable rules. Gottfredson and Gottfredson cited by Cotton (2005) also point out that when teachers are inconsistent in their enforcement of rules, or when they react in inappropriate ways, discipline is generally poor. Latham (1998) suggests that one strategy is to view the rule-making process as a potential learning experience, not as an administrative chore. Latham adds that instead of distributing rules as an edict, the school can encourage teachers, student and families to work together in the rule-making process. Classroom Discipline Plan (2005) also suggests that the Students can be encouraged to come up with rules that could be incorporated in the old school laws. This would give them a feeling of ownership since they will view them as their own creation and thus strive to obey them. Students are far more likely to internalize and respect rules that they helped create than rules that are handed to them (Schimmel, 1997). Blumenfeld-Jones (1996) notes that such involvement must be genuine and should include all students and not limited to just a few students in student government. Such students may be least likely to challenge the rules in the first place. In using rules to foster discipline, the school has to work with the parents (McLaughlin, 2003). The parents have to be aware of the school's code of conduct and ensure that there is no contradiction between what is emphasized at school and home. According to Classroom Discipline Plan (2005), this consistency is important for character formation.

The rules should also be reviewed periodically and revised as needed to suit present discipline problems (Classroom Discipline, 2005). McNaughton and Johns cited in Latham (1998,) point out that discipline systems, like any facet of the curriculum should be seen as work in progress, subject to constant review as the needs of the school

community change. Since school rules serve as important guideline for students in the school, they should be drafted in a way that will help students elicit the expected behavior by the authority.

Students should therefore, be made to understand them and the consequences that entail from breaking them. When they choose to break the rules, they choose consequences. Teachers should without hesitation invoke the consequences that are chosen. According to Rogers (2001), a well-run school depends on a few but clearly understood rules which students find easy to follow. Blandford (1998) suggests some guidelines that authorities can consider when drafting the school rules: The rules should clarify its intentions ;the rules should specify the persons to benefit from the rules, in this case the teachers as well as the students; the school rules should not expect discipline problems to disappear all of a sudden, but should put into consideration students youthful immaturity; and  school rules should act as a guideline and the teacher should help the student who cannot cope with the rules.

## 2.4 Guidance and Counseling and Students' Discipline

Guidance and Counseling as a movement was started in America at the beginning of the 20th century as a reaction to change process in an industrialized society. It was introduced formally in Kenya in 1967 under the Ministry of Education (Nasibi, 2003). In Kenya, Guidance and counseling has been the concern of some of the education commissions. In 1976 for instance, the Gachathi Report recommended that the ministry of education expand its services to include guidance and counseling services. The headteacher of each school was to assign a member of staff to be responsible for

providing information on guidance and counseling to all stakeholders, teachers and parents inclusive. It was recommended that each school was to build and use a cumulative record of students' academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling. The report also recommended the establishment of courses at the university for training professional workers in guidance and counseling (Republic of Kenya, 1976).

The Kamunge Report (1988) further recommended that schools should establish guidance and counseling services with senior teachers being responsible for them (Republic of Kenya, 1988). This policy still stands as noted below:

> "*It is the responsibility of the headteacher to ensure that Guidance and Counseling services are offered to pupils. Each school should establish a guidance and counseling committee headed by a teacher appointed by the headteacher*" (Republic of Kenya, 1988).

The Presidential Committee on Students Unrest and Indiscipline in Kenyan Secondary Schools (2001) showed that the above directive has not been implemented in most schools. It attributed the problem of indiscipline in schools to a culture of violence in institutions partly because of poor guidance and counseling services. It found out that:

The Ministry of Education Science and Technology (MOEST) lacked a strong guiding and counseling division; The guidance and counseling services were found in more senior and urban schools but many rural schools have never established the services nor acknowledged the programme; Guidance and counseling teachers in schools where the programme existed do not meet the expectations of the institutions due to lack of relevant training of the staff;  Teacher training at all levels does not provide the teacher with

adequate knowledge and skills, in guidance and counseling; and the parents had played a great part in the maladjustment of the children because of ignorance of child rearing practices and the fact that they were not involved in counseling services in schools (Republic of Kenya, 2001). The importance of Guidance and Counseling in Kenya was yet again emphasized by the Ministry of Education Science and Technology when it came up with alternatives to corporal punishment, after its ban, through a circular Ref: G9/1/Vol.VIII/28 (MOEST, 2001). It stated that students/pupils should be disciplined with care and love without necessarily using the cane or harming them in the process. It suggested two main strategies that would suitably replace corporal punishment.

These are: Initiating programmes that would educate parents, teachers, pupils and society at large on the harmful effects of corporal punishment and availability of effective alternatives; and Strengthening of guidance and counseling services in all educational institutions/schools. The circular further suggested some preventive alternatives to corporal punishment and an outline of ways and means of strengthening guidance and counseling services in schools. These are: Headteachers should provide for effective management of curriculum and time. This would ensure that pupils are fully occupied and not idle; Dissemination of information to teachers on the rights of children. This is possible at the teacher training and in-service levels; Information should be availed to the youth on consequences of their behavior to enable them make informed decisions and choices; Positive reinforcement should be given for good behavior in order to encourage them and provoke others to do the same; Teachers should provide good role models since the youth learn to respect that which is good and are good at copying what the adults do. If for instance the adults exhibit a culture of violence, then they will learn to be violent;

Teachers should find out if the youth may be showing a change in behavior and seek ways of curtailing the same. In that way they would forestall bad behavior before it becomes a disciplinary issue or gets out of hand; Teachers should also talk to parents anytime they notice behavior that is not usual (unfamiliar behavior) with a particular pupil; and be able to take appropriate action; and The school administration should create a child friendly environment to enable pupils enjoy learning.

However, a study by Kiprop (2004) on the challenges faced by teachers and headteachers in maintaining student discipline in the post-caning era in Kenya revealed that teachers and headteachers experienced problems in the implementation of these alternative approaches to discipline. The study by Kiprop (2004) established that teachers lacked the necessary skills to implement guidance and counseling programmes. Teachers felt that the Ministry's emphasis on guidance and counseling failed to take into account the fact that many schools were staffed by ill-prepared teachers and also lacked necessary resources like books and office. It was also found out that guidance and counseling as a method of disciplining learners is not comprehensive. The reason given was that teachers were not willing to subject students to guidance and counseling because of its demand in terms of time and besides this, it does not produce instant results since it requires patience.

In addressing the above issues, the task force of The Presidential Committee on Students☐ Unrest and Indiscipline in Kenyan Secondary Schools (2001) recommended the following:  That guidance and counseling services need to be strengthened by equipping teacher counselors with skills and knowledge in the area of counseling; There

was a dire need of training of guiding and counseling teachers and this should be given priority under a crash programme by both public and private sectors.

It was resolved that teachers with professional qualifications in guidance and counseling be identified and be deployed by the Teachers Service Commission immediately in schools. The number of teaching lessons given to guidance and counseling teachers be reduced to give them enough time to effectively carry out guidance and counseling activities. It was also recommended that guidance and counseling teachers be given three salary increments above their present grade as an incentive. It was further recommended that knowledge and skills in guidance and counseling should be imparted to all teacher trainees at all levels of training.

The heads of the guidance and counseling departments were required to have post graduate qualifications and experience in guidance and counseling. Guidance and counseling was to be strengthened at peer level with the setting up of peer counseling groups in every school and the peer counselors being given necessary skills and knowledge. It was agreed that children with disruptive behavior should be offered professional services within the school; and Most of all, parents were to be more involved in counseling services in schools. (Republic of Kenya, 2001).

Given the volatile situation in Kenyan secondary schools today as manifested in the spirit of violence, there is need for the MOEST to strengthen Guidance and Counseling both at the ministry and school level by providing teacher counselors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively.

It is imperative that all teachers have some basic skills in guidance and counseling services so that they can manage learners effectively. Auxiliary bodies providing for peer counseling and pastoral care should also be established in all schools (MOEST, 2000/2001).

## 2.5 Punishment and Students' Discipline.

Cowley (2001) points out that one of the most essential characteristics of a good teacher is the ability to manage students' behavior so as to facilitate their learning. According to Overall and Sangster (2003), discipline is about the ways in which students behave towards each other and to their teachers and the ways those teachers and other adults in school, behave towards students. They point out that establishing a common set of values is not easy because the values held by school staff and which are implemented in the school behavioral policy may sometimes conflict with those held by the parents and the students.

For many years in Kenya, teachers have relied and still rely on corporal punishment to discipline errant students despite being outlawed by Government (Kamau, 2003). Teachers claim that they resort to this method because they are responsible for a large number of students per class, and that they have no other way of maintaining control of such a large group of young persons (Human Rights Watch, 2005).

According to a research carried out by African network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) cited by Oyaro (2005), corporal punishment could actually trigger students' unrest. With the outlawing of corporal

punishment, the research identifies common forms of disciplinary methods which teachers in Kenya use as; smacking, pulling ears, scolding, tapping, forcing child to kneel on hard floor, standing in the sun, physical exertion, denying child use of toilet, pulling hair, isolating the child, burning their fingers and washing child's mouth with soap. However, according to Oyaro, some of these methods of discipline have proven counterproductive as they traumatize the children. Cowley (2001) observes that some teachers (perhaps all teachers) unintentionally do contribute personally to their students' misbehavior. Cowley refers to these as cardinal sins, which teachers must avoid at all costs. They include: winding them up; being rude; being confrontational; being bad tempered; and being negative. Nasibi (2003) outlines the ways in which teachers can contribute to positive discipline of students. They are: Creating an atmosphere of trust and teamwork; Respecting students as individuals with rights and a sense of expression; Willingness to accept dissenting opinions from students without being abusive; Being accessible to students; Recognizing whatever accomplishment a child makes because children as humans bloom when they are praised; Cultivating friendship and partnership with students; Being human to students and their representatives; Participating in the formulation of rules and the enforcement of the agreed code of conduct; and they should act as role models to the students by being disciplined and upholding high moral standards. Cases where teachers have love affairs with students should be condemned and disciplinary action taken against such teachers. Teachers cannot love all students, but they can care genuinely about their behavior, for the sake of everyone concerned. Teachers should therefore, insist on decent, responsible behavior from their students.

Students need this type of behavior, parents want it, the community at large expects it, and the educational process is crippled without it (Classroom Discipline, 2005).

## 2.6. Use of Rewards in the Management of Students' Discipline

Although many people before and since have contributed to the understanding of positive reinforcement ,no one has done more to bring it to the forefront of the modern consciousness than (Skinner 1938).Skinner coined the term operant conditioning and did extensive work on its components including and especially positive reinforcement. It is a method of behavior modification and component of operant conditioning, which is one theory of behaviorism, which itself is one of several paradigms within the theme learning theory, which again is one of many themes within the subject psychology. Positive reinforcement is a technique used by parents and caregivers. This technique has proven effective for parents, teachers, coaches, leaders and anyone responsible for a child or group of children (Kohn, 2009).

The fact that it does not use pain, punishment, intimidation, yelling, degradation, humiliation, shame, guilt or other things that can hurt a child, their self-esteem, emotional growth, wellbeing or their relationship with parent or caregiver has made positive reinforcement popular around the world and used in many classroom (Lane, 2006**).**When the desired behavior is done by the child, a reward known as a reinforce is presented to the child. Reinforcers are anything that motivate a child in question and can range from tangible items to pleasurable activities or social recognition (Kohn, 2009).

According to Curwin and Mendler (2008), extinction refers to a decrease in the likelihood that a behavior is going to occur based on reinforcers having been removed. Extinction can be seen when a child stops throwing tantrums when a parent wises up or stops giving into their demands (reinforcers).If the child stops getting their way, the tantrum will stop, or at the very least, decrease. On the other hand, satiation is when the same reinforce is repeatedly used to the point where it loses some or all its motivational effects. When and how often behavior is reinforced is as important as what it is reinforced with. Skinner and others did extensive research to discover the effectiveness in certain situations of particular schedules of reinforcement (Kohn, 2009).The different schedules includes continuous, fixed ratio, variable ratio, fixed interval and variable interval. Depending on the child, the person doing the reinforcing, the situation, the behavior and the reinforcers available, different schedules will be more effective. Shaping and chaining are methods of teaching complex new behavior using positive reinforcement but successively reinforcing approximations of the desired behavior or by the completion of a step in a succession of steps that lead to accomplishing the final desired behavior (Kohn, 2009).

Reinforcement breaks down further into positive reinforcement and negative reinforcement (Kohn, 2009). Positive reinforcement for children implies the adding of a result or consequence that child finds pleasant, dependent on the occurrence of a certain behavior or response by the child, which results in an increase in the likelihood of that behavior or response in the child, because of the added result. Positive reinforcement can become difficult to implement and track without some sort of system for structure and tracking. To that end parents and caregivers have used various charts and tables(Lane, 2006).

On a more elaborate scale entire programs utilizing token as measurement toward a reinforcing goal that can be a single reinforce or a choice of reinforcers from a list or catalog. They are known as token economies and can use chips, tickets, points or any number of other things as the tokens (Lane, 2006). Positive reinforcement scales up from use with one child all the way to larger groups children. This one reason it so popular in many classroom and entire schools. It is also used in other group setting from sports teams, clubs and about any other kind of group you can think of (Lane, 2006).

Positive reinforcement is extremely versatile and can be used effectively on different children from little toddlers all the way up to adults. Most adults do not think about or realize positive reinforcement used on them every day from customer reward programs to airline miles and points for using credit cards (Curwin and Mendler, 2008).Not is it effective on children of different ages but can be set up to be used on groups of different aged children at the same time .skilled parents and caregivers can structure their use  of positive reinforcement around their life and in support of the kind of life they desire for their children and families. Some parenting technique relies simply on belief that they work. Positive reinforcement is data driven system that measures and supports what actually works and not just what we think may work. Skinner (1938) focused it this way in order to bring psychology as a way to measure behavior, make predictions on future behavior and to test these predictions by being able to quantifiably modify behavior (Kohn, 2009).

**2.6 The Concept of the Students' Council in Management of Schools**

A Student Council is a representative structure through which students in a post-primary school can become involved in the affairs of the school, working in partnership with school management and staff and parents for the benefit of the school and its students.

**2.7 Purpose of Student Council.**

The Education Act, 1998 recognizes that Student Councils are an increasingly common feature in post primary schools and have worked to the benefit of many schools. The Act seeks to extend the success of this model to other post-primary schools throughout the country. Students have a valuable contribution to make to the effectiveness of their school and their involvement in the operation of the school is itself a valuable part of the education process for the students. A Student Council provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in the operation of their school. Research indicates that Student Councils can improve academic standards and reduce dropout rates in schools. Student Councils can create a sense of ownership of the school and its activities among the student population.

The establishment of a Student Council gives students an opportunity to acquire the sort of communication, planning and organizational skills which will be of benefit to them in their future lives. It enables students to take responsibility for projects, and to demonstrate that they can manage and bring such projects to successful conclusion. Moreover, the contribution made by a Student Council to the development of school policy in a number of areas can have significant benefits for students and the school. School policies are far more likely to be successful where they are clearly understood and accepted by all partners within the school community. The Education Act recognizes that

students of a school will take the lead role in the establishment and operation of a Student Council, although the Act also provides an important role for the Board of Management in supporting the establishment and ongoing development of the Student Council. At the end of the day, a Student Council will thrive only if students themselves are committed to the concept and to making it work.

## 2.8 The Objectives of the Student Council

The main role of a Student Council as set out in the Education Act is "to promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers". A Student Council will set its own objectives, which will vary from school to school. Some general objectives could include: To enhance communication between students, management, staff and parents, to promote an environment conducive to educational and personal development, to promote friendship and respect among pupils, to support the management and staff in the development of the school and to represent the views of the students on matters of general concern to them. A Student Council will identify activities that it would like to be involved in organizing, although the final decision on the activities of a Student Council should be agreed with school management. Many schools that do not yet have a Student Council may already have a well-established class captain, prefect or mentoring system. These guidelines do not require that schools replace established practices that already work well with an entirely new structure or set of procedures. Instead these guidelines allow schools to adapt current practice to meet the requirements of the Act. In some schools students play a valuable support role for school management for example by assisting in the running of the school shop and/or library or helping to maintain order in

corridors between classes and during breaks. These arrangements generally have not been developed as representative structures, and the activities involved may not be appropriate to the work of a Student Council. School management should consider carefully which elements of their existing structures they will incorporate with a Student Council, and which may reasonably continue to run in parallel. The Education Act provides that a Student Council shall act in co-operation with the Board of Management, parents and teachers. A Student Council should not through its activities interfere with, or detract from, the authority of school management or the teaching staff of the school. It is therefore not a function of a Student Council to discuss or comment on matters relating to the employment or professional affairs of the Principal, teachers and other staff of the school, or to become involved in any issues that fall within their professional competence.

## 2.9 Summary of Literature Review

In Kenya, each secondary school has its own unique way of maintaining discipline within the school. However, there are common methods of discipline that most schools use like school rules, punishment, and guidance and counseling (Oyaro, 2005). All these methods to some extent have helped the schools to manage discipline problems. For effective management of discipline, the cooperation between the head, staff, students, parents and the community is essential. From the literature review, Curwin and Mendler (2008) identified use of rewards as extremely versatile and useful in different children from little toddlers all the way up to adults. They however, fall short in illustrating how use of reward has been effective or useful in curbing indiscipline among children.  On the rules and regulation, Saya (2005) established that rules are very important because they help to

set academic excellence and also contribute to all round development of the students. He, however, does not explicitly portray how the rules and regulation assists in the management of the discipline.

Kiprop (2004) study centered on the challenges faced by teachers and head teachers in maintaining student discipline in the post-caning era. Her study established that teachers lacked the necessary skills to implement guidance and counseling programmes, but did not explicitly evaluate the effectiveness of the program. The major concern was that if the teachers had to play the conflicting roles of the disciplinarian and the counselor concurrently, they may end up being effective in neither. Their study thus leaves a gap on whether the guidance and counseling program in itself was effective in managing discipline.

Neigel (2006) notes that high school reform efforts strongly recommend that schools model democratic principles and give students, teachers, parents, and community members a significant role in school management and the decision-making process but did not explicitly evaluate the effectiveness of this recommendation in the management of students, discipline.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.0 Introduction

The chapter covers methodology and the ways that would be followed when carrying out the study. The areas to be covered in this chapter are : Research design, description of research area ,outline of study population ,the sample size, sampling techniques ,data sources, data collection instrument, data collection procedures, data analysis and presentation and ethical consideration.

## 3.1 Research Design

This study was conducted through descriptive survey design. This is a research design where the researcher describes the state of affairs as it is and reports the findings Kombo and Tromp (2009). The design enabled the researcher to consider issues such as economy of the design, rapid data collection and ability to understand population from a part of it. The design was suitable for extensive research. The survey research design generally

entails present oriented methodology. It is used to investigate by selecting samples for analyses and discover occurrences. For the purpose of the study, the descriptive survey design provided qualitative and numeric description of some of the population and described and explained occurrences. They are flexible, as questions were asked on range of subject in one questionnaire, and analysis yielded unexpected insights into the population being studied.

## 3.2 The Study Area

The study was conducted in Teso North Sub-County Busia County Western Kenya. The Sub-County was divided into two divisions namely: Amagoro division and Angurai division. The secondary schools were grouped as extra-county, county and sub-county schools. They were grouped further as single sex, mixed day, mixed day and boarding. Teso North Sub-County has the longest experience of indiscipline cases among all sub-counties in Busia County among the public secondary schools according Sub-County Education Office's Report (2013). It was therefore considered appropriate for providing an ideal point for the study.

## 3.3 Target Population

This study was conducted in Teso North, Busia county, western Kenya. The target population was 7595 respondents. This included 27 principals, 189 teachers and 7379 students according to the Sub-County Education Office's report (2014).

## 3.4 Sampling Techniques

This study employed stratified sampling technique. A stratified sampling technique was used to select the schools and the category of respondents to be included in this sample. A stratified sampling technique is a technique that identifies subgroups in the population and their proportions and select from each subgroup to form a sample.

It groups a population into a separate homogenous subset that share similar characteristics so as to ensure equitable representations of population in the sample. It aims proportionate representations with a view of accounting for the difference in subgroup characteristics. The researcher was convinced that the target population is not uniform since mixed and single sex schools, and day and boarding schools may not necessarily had similar characteristics, since even the students in different stream within the same school environment may not always think similarly over a given issue. As such the target and the accessible population could be regarded as homogenous.

Stratified random sampling technique was therefore used to ensure that the target population was divided into different homogenous strata and that each such group (strata) was represented in the sample in a population equivalent to its size in the accessible population. This would ensure that each subgroup characteristic was represented in the sample thus raising the external validity of the study. According to Kothari & Pals (1993), the study area is an existent universe because the number of schools in the target population is known in numerical values. The sampled group was part of the universe (population) the items which possess common traits. The number of schools was arrived at using coefficient variation of 30% and a standard error of 2% through stratified sampling.

**Table 3.1: Stratification of Schools**

| Category of schools | Total schools | Sampled schools | No. of sampled teachers | Sampled principals |
|---|---|---|---|---|
| Boys only | 1 | 1 | 2 | 1 |
| Girls only | 2 | 1 | 2 | 1 |
| Mixed day | 18 | 5 | 10 | 5 |
| Mixed day and boarding | 6 | 2 | 4 | 2 |
| Total | 27 | 9 | 18 | 9 |

## 3.5 Sample Size

The sample size consisted of 365 students from 9 public secondary schools. This sample size was determined using Krejcie and Morgans (1990) table of sample determination. The students were stratified into two subgroups, that is, those who hold leadership position and those who do not hold any leadership position. Simple random sampling technique was then used to select 180 student leaders and 185 students who held no post in the selected schools. Random sampling technique was used on the category of respondents due to the fact that the population being sampled was heterogeneous in

nature (Serem2013**).** On the other hand, two teachers were selected from each school giving a sample size of 18 teachers.

In teachers, the sampling strategy used was purposive sampling. This was because the researcher was interested only on those teachers who happened to be patrons for various groups / in charge of discipline department were selected for the study. All principals of the sampled schools were included in the study because they were in charge of school management. The sampling strategy used for principal was purposive sampling.

## 3.6 Data Collection

The researcher used questionnaires, interviews and document analysis as the main tools for collecting data. The selection of these tools was guided by the nature of data to be collected, the time available as well as by the objectives of the study.

### 3.6.1 Questionnaires

A questionnaire is a set of questions. The respondents filled in answers in written form and the researcher collected the completed questionnaires. Questionnaires were used since the study was concerned mainly with variable that cannot be directly observed such as views, opinions, perceptions and feelings of the respondents. Such information is best collected through questionnaires (Kathuri and Pals, 1993**).** The sample size was also quite large and given the time constraints, questionnaire was ideal tool for collecting data.

The population was also largely literate thus unlikely to have difficulties responding to questionnaire items. Questionnaires could easily be made anonymous, saves on time, they

are not very expensive and information could be collected from a large sample and diverse regions thus they suited the researcher needs.

However, the response rates in questionnaires could be quite low sometimes especially if the questionnaires were posted or not collected immediately. There was also no direct contact with the respondents so the researcher could not deal with any misunderstanding. The researcher developed two questionnaires, one for the students and one for the teachers (Appendices II and III) because of their relatively large numbers.

### 3.6.2 Interviews

An interview is an oral conversation. Interviews allow face to face contact between the researcher and the respondent. Respondent could seek clarification of questions that were not clear. Researcher could evaluate the sincerity of the respondents. It also allowed the researcher to explain the purpose of the research to the respondents. However, interviews were time consuming. They were vulnerable to personality conflicts and required trained interviewers.

Interviews were used since the study was concerned mainly with variables that cannot be directly observed or are difficult to put down in writing. This included opinions, perceptions and feeling of respondents. It also allowed the researchers to obtain historical information and gain control over the line of questioning. The researcher prepared one interview schedule for the principal (Appendix V) because they were the center of the school management and was relatively few in numbers and thus saves on time.

**3.6.3 Document Analysis**

Document analysis is the critical examination of public or private recorded information related to the issue under investigation. It was used since it allowed a researcher undisruptive information at his own pleasure and without interrupting the researcher. It also enabled the researcher to obtain the language and words of informants. Access data at his convenient time, obtain data that are thoughtful in that informant had given alteration to compiling them. Saves time in transcribing. However, accessing this document for analysis may not be easy. The documents analyzed included staff meeting minutes.

**3.7.0 Validity and Reliability of Instruments**

**3.7.1 Instrument Validity**

Validity was defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions help to establish content validity (Wilkinson, 1991). As such, assistance was sought from the administrators and teachers from the schools, in order to help improve content validity of the instruments.

**3.7.2 Instrument Reliability**

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made to make judgments on their reliability. Test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered twice to the respondents, with a two week interval, to allow for reliability testing. The researcher carried out a pre-test instrument in public Secondary schools in Nambale Sub-County. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation coefficient of 0.8was obtained. This was accepted as recommended by Mugenda and Mugenda (1999).

## 3.8 Data Collection Procedure

The study used the questionnaires, interviews and document analysis during primary data collection upon approval by Moi University Senate of the proposal and secured introductory letters to carry out the research. The permit was secured from the National Council for Science, Technology and Innovation (NACOSTI) for conducting the research in selected schools in Teso North Sub-County public secondary schools. Permission was also sought from Sub-County Director of Education in order to deliver the questionnaires to respondents and explain on how to answer the questions. The respondents were given sufficient time to complete the questionnaires that were then collected for data analysis.

## 3.9 Data Analysis

Data collected was analyzed using descriptive statistics. Analysis of data was done using the Statistical Package for Social Sciences (SPSS) program. The means, frequencies and percentages was used in analyzing data and interpreting the respondents' perception on issues raised from the questionnaire for research questions to be answered. Percentages and frequencies were used because it is easy to communicate the research findings of the data, (Mugenda and Mugenda, 1999).

Descriptive statistics was appropriate for the study because it involved descriptions, analysis and interpretations of circumstances prevailing at the time of the study. Frequency tables, pie charts and graphs were used to illustrate and interpret information related to study.

**Table 3.2: Data Analysis Procedure**

| No. | Research questions | Independent variable | Dependent variable | Data analysis |
|-----|--------------------|----------------------|--------------------|----------------|
|     |                    |                      |                    |                |

| 1. | What is the influence of rules and regulations on student council participation in the management of students' discipline? | Rules and regulations | Discipline management | Means, frequencies and percentages |
| --- | --- | --- | --- | --- |
| 2. | | | Discipline management | |
| | What is the effect of guidance and counseling on student council participation in the management of students' discipline? | Guidance and counseling | | Means, frequencies and percentages |
| 3. | | | Discipline management | |
| 4. | | | Discipline management | |
| | What is the influence of student council involvement in designing punishment on management of students' discipline? | Punishment | | Means, frequencies and percentages |
| | | Use of rewards | | Means, frequencies and percentages |
| | What is the influence of use of rewards on student council participation on the management of discipline? | | | |

## 3.11. Ethical Consideration

The major ethical problem in this study is the anonymity of the respondents. Obtaining a valid sample would entail interacting with respondents to interview them and asking them to fill questionnaire which in itself would expose them and therefore infringement on their anonymity. However the respondents would be assured their confidentiality by not writing their names.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

## 4.0 Introduction

This chapter entails analysis, presentation, interpretation and discussion of the responses that were got from the interview schedule, questionnaire and the document analysis. Data analysis has been presented descriptively using simple calculations. Frequency tables, percentages, pie-charts and histograms have been used for the purpose of illustration. Nine principals, eighteen teachers and three hundred and sixty five learners in nine public schools were involved. The findings of the study are presented based on the four research objectives restated below:-

i.     To establish the influence of student council participation in the periodic review of rules and regulations on management of discipline.

ii.    To establish the effect of student council participation in guidance and counseling on the management of discipline.

iii.   To determine the influence of student council involvement in designing punishment on the management of discipline.

iv.    To examine the influence of use of rewards on student council participation on the management of discipline.

## 4.1. Questionnaire Return Rate

To obtain data for the study, questionnaires were distributed to 18 teachers and 365 students sampled from 9 public secondary schools in Teso North Sub-county. Of the targeted 383 respondents, 14 teachers and 339 students responded, giving a total of 353 which is equivalent to 92.17 % questionnaire return rate. This response was high enough to provide credible findings on students' council participation in management of discipline in public secondary   schools in Teso North Sub-county.

## 4.2.0 Background Information of the Study Respondents

The respondents completed the questionnaires and personal information was compiled as shown below.

## 4.2.1 The Category of Schools Involved in the Study

The category of schools involved in the study is shown on table 4.1 below.

**Table 4.1.Category of schools involved in the study.**

| Category | F | % |
|----------|---|---|
| Extra county | 1 | 11.11 |
| County | 2 | 22.22 |
| Sub-county | 6 | 66.67 |
| **Total** | **9** | **100** |

Results presented in table 4.1 show that 1 (11.11%) extra-county school, 2 (22.22%) county schools, 6 (66.6%) were sub-county schools. This implies that study respondents were selected from all types of schools to gain a clear picture of students' involvement in the management of discipline. This means that there are many sub-county schools in the County than county and extra-county schools. This could be due to the fact that many parents are poor and would not afford to take their children to county and extra-county schools.

**4.2.2. Gender of Respondents Involved in the Study**

The gender of the respondents involved in the study is shown on table 4.2 below.

**Table 4.2. Gender of respondents involved in the study**

| Gender | F | % |
|--------|---|---|
| Male | 193 | 54.06 |
| Female | 164 | 45.93 |
| **Total** | **357** | **100** |

The findings illustrated in table 4.2 above revealed that respondents involved were 54.06%male and 45.93%female. This shows that in the 9 sampled public secondary schools in Teso North Sub-County there was fair representation of each gender. This is in line with gender policy which says not more than two-thirds of the members of elective or appointive bodies shall be of the same gender.

**4.2.3 Age of Teachers in Years**.

The age of the teachers involved in the study is shown on figure 4.1 below.

**Fig 4.1: Age of teachers**.

Figure 4.1 illustrates that 11% were aged between 20-30 years, 11% were aged between 31-40 years, 45% were aged between 41-50 years and 33% were aged 50 plus years. This implies that all the teachers' had necessary teaching experience which was to enable them understand students' behavior and would not fear to have students involved in management.

**4.2.4 The Teacher Qualification**

The qualification of the teachers involved in the study is shown on table 4.3 below.

**Table 4.3 Qualification of teachers' involved in the study.**

| Qualification | F | % |
| --- | --- | --- |

| | | |
|---|---|---|
| Masters | 1 | 5.56 |
| Bachelors | 9 | 50.00 |
| Diploma | 6 | 33.33 |
| Certificate | 2 | 11.11 |
| **Total** | **18** | **100** |

Table 4.3 illustrates that 2(11.11%) had attained certificates, 6 (33.33%) had attained diploma, 9(50%) teachers had attained Bachelor of Education qualifications, while 1(5.56%) were Masters qualifiers. This implies that all the teachers' had necessary academic qualifications to enable them understand how student council operates.

**4.2.5 Teacher Experience**

The experience of teachers involved in the study is shown on figure 4.2 below.

**Figure 4.2.Teacher experience.**

As indicated in the Figure 4.2, 8(44.44%) respondents had served as teachers for a period of over 10 years, 6(33.33%) had served for 5-10 years and 4(22.22%) had served for a period of below 5 years. This implies that majority of the teachers had served long enough to be in position of organizing, managing, controlling and ensuring that a school has a good governing body that involve all school stakeholders (students, teachers, parents) in school management. The teachers with longer experience do not fear to have students involved in management and also are sensitized on how the students' council operates.

**4.2.6 Type of School Involved in the Study**

The type of schools involved in the study is shown on figure 4.3 below.

**Figure 4.3: School Type**

Results presented in Figure 4.3 show that 1 (11.1%) school was boys' only, 1 (11.1%) school was girls only, 2 (22.2%) schools were mixed day and boarding whereas 5 (55.6%) were mixed day schools. This implies that study respondents were selected from all types of schools to gain a clear picture of students' involvement in the management of discipline. This means that there are more mixed day schools in the District than boarding due to the fact many parents cannot afford fees to take their students to boarding schools.

### 4.2.7 The Age of the Students

There was need to know the age of the students. The respondents were asked to indicate the age groups by ticking the most appropriate against given alternatives. The responses were summarized and presented in the table below.

**Table 4.4. Summary of the age of students involved in the study**

| Age | n | % |
|-----|-----|-----|
| <15 | 20 | 5.90 |
| 15 to 20 | 297 | 87.61 |
| >20 | 22 | 6.49 |
| **Total** | **339** | **100** |

The ages of all the students were captured in this section. From table 4.5, it is evident that majority of respondents in the sampled schools are between 15-20 years of age 297(87.61%), followed by those above 20 years (6.49%) and those below 15 years of age

were 20(5.90%).This is mean line with the expected age of the form three and fours who are the majority of the respondents.

**4.3.0 Influence of Student Council Participation on the Periodic Review of Rules and Regulations on Management of Discipline**

Objective one of the study was to establish the influence of student council participation in the periodic review of rules and regulations on management of discipline. To address this objective, study respondents were presented with statements measuring students' involvement in the review of rules and regulations on management of discipline.

**Table 4.5. Respondents' involvement in the review of rules and regulations**

| Statements | Disagree n (%) | | Undecided   n (%) | | Agreen (%) | |
|---|---|---|---|---|---|---|
| | **Students** | **Teachers** | **Students** | **Teachers** | **Students** | **Teachers** |
| Students in school identify with rules and regulation | 50(14.84) | 2(14.29) | 15(4.45) | 1(7.14) | 272(80.71) | 11(78.57) |
| Rules and regulation is usually negotiated ,and applies to particular conditions and problems in this school | 139(41.25) | 9(64.29) | 25(7.37) | 0(0) | 175(51.93) | 5(35.71) |
| Rules and regulation is always applied in affair, consistent and just manner | 160(47.48) | 1(7.14) | 27(7.99) | 0(0) | 195(57.86) | 13(92.86) |
| Students are obedient and respectful to stipulated rules and regulation since they are involved. | 74(21.96) | 1(7.14) | 24(7.08) | 3(21.43) | 241(71.51) | 10(71.43) |
| Students observe punctuality in school programs and schedules because they own it. | 74(21.96) | 0(0) | 18(5.49) | 0(0) | 236(70.03) | 14(100) |
| Parents support school rules and regulation by ensuring their children observe it. | 73(21.66) | 1(7.14) | 38(11.28) | 3(21.43) | 226(67.06) | 10(71.43) |
| Students attend all classes and do all exams because it is part of rules and regulation they help formulate. | 136(40.36) | 3(21.43) | 12(3.61) | 3(21.43) | 184(54.60) | 8(57.14) |
| 120(35.61) | | 0(0) | 25(7.55) | 4(28.57) | 183(54.30) | 9(64.29) |
| Students are always in the right school uniform because it is part of rules they help formulate. | 108(32.05) | 0(0) | 16(4.75) | 5(35.71) | 213(63.20) | 9(64.29) |

As shown in Table 4.6, students' involvement in the periodic review of rules and regulations had influenced discipline in the following ways: 80.71% of students and 78.57% of teachers respectively agreed that students in school identify with rules and regulation and that student are obedient and respectful to stipulated rules and regulation. This is a revelation that students are involved in the periodic review of rules and regulations and this gave them a feeling of ownership since they view them as their own creation and thus strive to obey them. This supports findings by (Schimmel, 1997) who said that students are far more likely to internalize and respect rules that they helped create than rules that are handed to them. However about thirty percent of respondents disagreed whether the students in school identify with rules and regulation and that are obedient and respectful to them. This might be because they are indiscipline or they have negative attitude towards the school since all students and teachers are supposed to be familiar with the rules and it is the first thing students are given whenever they join a new school.

From the research findings, 100% and 70.03% of students agreed that students observe punctuality in school programs and schedules with only about thirty percent of students having contrary view. As students from various socio-economic backgrounds meet in the school environment, the need to observe rules and regulations becomes imperative so that order, discipline and conducive learning environment may be created. From the findings its' evident that students understood and followed the stipulated rules and regulation and this may be due their involvement. This supports findings by Rodgers (2001) who said that a well-run school depends on a few but clearly understood rules which students find easy to follow.

The findings further indicated, 67.06% of students and 71.43% of teachers agreed that parents support school rules and regulation by ensuring their children observe it with about 30% disagreeing. The parents have to be aware of the school's code of conduct and ensure that there is no contradiction between what is emphasized at school and at home. From the findings, it's clear that parents are involved in the management of discipline. This supports findings by McLaughlin (2003), who postulated that in using rules to foster discipline, the school has to work with the parents.

The findings revealed, 57.86% of students and 92.86% of teachers agreed that rules and regulation is always applied in affair, consistent and just manner and that is usually negotiated, and applies to particular conditions and problems in this school. However teachers had objections particularly with negation and application of rules and regulation to particular problem and conditions. This may be based on assumption that teachers are always right and cannot listen to a student. This has in many occasions led to inappropriate actions from teachers. This confirms findings of Gottfredson and Gottfredson cited by Cotton (2005) that pointed out that when teachers are inconsistent in their enforcement of rules, or when they react in inappropriate ways, discipline is generally poor.

Findings further indicated 54.60% of students and 57.14% of teachers agree that students attend all classes and do all examination, students rarely absent themselves from school intentionally and that students are always in the right school uniform. This is an indication that students are given clearly stated, precise set of rules whose value in obeying they appreciated. It also reveals students are involved in the periodic review of

rules and regulation and thus influencing their discipline positively. This supports findings by Doyle and Gottfredson and Gottfredson cited by Cotton (2005) that students misbehave because the school rules have not defined clearly the kind of behavior they are expected to exhibit. However, a notable number of respondents gave contrary opinion. This could be because they may not be privy to some information about other students that may make them behave otherwise such sickness, fees payment among others.

The results revealed some notable differences in opinion between students, teachers and principal. Whereas the principal and teachers supported some statement with high percentage students significantly disagreed with them. The differences could be due to the fact that the teachers are custodian of the rules and regulations while students are the recipients and thus teachers may tend to support everything that they help come up with whether good or bad**.**

This supports the findings by Latham (1998) who suggests that one strategy of ensuring adherence to rules and regulation is to view the rule-making process as a potential learning experience, not as an administrative chore. Latham added that instead of distributing rules as an edict, the school can encourage teachers, students and families to work together in the rule-making process. This will ensure strict but genuine adherence to stipulated rules and regulation by respective recipients.

Responses from principal interviews (see appendix VI) revealed that clear and well stipulated rules and regulations control students conduct and behavior and thus assist in the management of students' discipline. They also indicated that school rules and regulations are effective in management of students' discipline. However they also revealed that rules and regulations are rarely revised and in most cases all stakeholders

are not involved especially students. This contradicted findings by Classroom Discipline (2005) that argued that rules should be reviewed periodically to suit present discipline problems. McNaughton & Johns cited in Latham (1998,) that discipline systems, like any facet of the curriculum should be seen as work in progress, subject to constant review and revision as the needs of the school community change. This could explain why at times students challenge school rules and regulations and leads to unrests in schools because students do not see any value in them and thus reason to obey. The study sought to establish the influence of student council involvement in the periodic review of rules and regulations on management of discipline.

 Looking at overall results, it emerged that students' involvement in the review of rules and regulations has influence in the management of students discipline and the level of students' involvement was considerably fair. This supports the findings by Huddleston, (2007) who argues that students should be involved in governance in all areas of school lives. The study therefore, concluded that student participation in the review of rules as means of discipline management in public secondary schools was fair and needed to be enhanced.

**4.4.0 Effect of Student Council Participation in Guidance and Counseling on the Management of Discipline**

The second objective of the study was to establish the effect of student council participation in guidance and counseling on the management of discipline. To address this objective, study respondents were presented with statements measuring the effect of students' involvement in the guidance and counseling on the management of discipline.

**Table 4.6. Respondents' Involvement in the Guidance and Counseling**

| Statements | Disagree n (%) | | Undecided   n (%) | | Agreen (%) | |
|---|---|---|---|---|---|---|
| | Students | Teachers | Students | Teachers | Students | Teachers |
| There are adequate resources for guidance and counseling due to student council involvement. | 140(41.53) | 10(71.43) | 21(6.60) | 0(0) | 176(52.23) | 4(28.57) |
| Teachers are willing to subject students to guidance and counseling despite its demand in terms of time. | 60(17.80) | 0(0) | 17(5.21) | 1(7.14) | 260(77.15) | 13(92.86) |
| The counseling process helps students to make value judgments about their own behavior and decide to do what is right, responsible and realistic | 44(13.07) | 0(0) | 24(7.45) | 2(14.29) | 269(79.82) | 12(85.71) |
| Group counseling is usually practiced in this school | 155(45.99) | 14(100) | 30(9.32) | 0(0) | 152(45.10) | 0(0) |
| Teachers consider guidance and counseling services a waste of time | 219(64.99) | 14(100) | 32(10.00) | 0(0) | 86(25.60) | 0(0) |
| Cases where learners do not behave according to accepted standards can be attributed to lack of student council involvement management | 99(29.38) | 6(42.86) | 33(10.12) | 1(7.14) | 205(60.83) | 7(50) |
| Better discipline outcomes in this school are realized through individual counseling | 81(24.04) | 3(21.43) | 39(12.11) | 1(7.14) | 215(63.80) | 10(71.43) |
| Student council involvement in guidance and counseling denotes the presence of a helping relationship characterized by warmth and acceptance | 81(24.04) | 5(35.71) | 41(12.73) | 0(0) | 215(63.80) | 9(64.29) |
| Guidance and counseling has empowered students in this school to own and manage their problem | 78(23.15) | 2(14.29) | 23(7.10) | 1(7.14) | 236(70.03) | 11(78.57) |

As shown in Table 4.7, respondents indicated that schools involved students in matters related to guidance and guidance and had the following effect on the management of discipline.

Findings indicated, 52.23% of students and 28.57% of teachers agreed that there were adequate resources for guidance and counseling in the school. This is an indication that schools have strengthened guidance and counseling services by providing necessary resources. This is in line with the Ministry of Education Science and Technology through a circular Ref: G9/1/Vol. VIII/28 (MOEST, 2001) that recommended strengthening of guidance and counseling services in all educational institutions/school. This has resulted into better guidance and counseling services thus reducing indiscipline cases in the educational institutions.

Findings further revealed 77.15% of students and 92.86% of teachers agreed that teachers are willing to subject students to guidance and counseling despite its demand in terms of time. It is evident that teachers have appreciated guidance and counseling as an approach of managing discipline and that student should be disciplined with care and love without necessarily using the cane or harming them in the process. This though contradicts findings by Kiprop (2004) who argues that guidance and counseling as a method of disciplining learners is not comprehensive. The reason given was that teachers were not willing to subject students to guidance and counseling because of its demand in terms of time and besides this, it does not produce instant results since it requires patience.

From the findings, 70.03% of students and 78.57% of teachers indicated that guidance and counseling has empowered students in this school to own and manage their problem and that it has also helped students to make value judgments about their own behavior and decide to do what is right, responsible and realistic. This could be because students are disciplined with care and love without necessarily using the cane or harming them in the process. This is in line with the Ministry of Education circular Ref: G9/1/Vol. VIII/28 (MOEST, 2001) that stated students should be disciplined with care and love without necessarily using the cane or harming them in the process.

Results further showed 63.80% of students and 64.29% of teachers agreed that guidance and counseling denotes the presence of a helping relationship characterized by warmth and acceptance and that better discipline outcomes in this school are realized through individual counseling. This could be because the schools had created students friendly environment that enabled students enjoy learning and guidance and counseling services had been strengthened and teacher counselors equipped with skills and knowledge in the area of counseling. The findings further revealed that teachers had put into consideration students youthful immaturity and school rules acted as a guideline and they helped the students to cope with the rules.

60.83% and 50% of students and teachers respectively agreed that cases where learners do not behave according to accepted standards can be attributed to lack of appropriate guidance and counseling. This supports findings by The Presidential Committee on Students□ Unrest and Indiscipline in Kenyan Secondary Schools (2001) that attributed

the problem of indiscipline in schools to a culture of violence in institutions partly because of poor guidance and counseling services. Given the volatile situation in Kenyan secondary schools today as manifested in the spirit of violence, there was need for the Ministry of Education to strengthen Guidance and Counseling both at the ministry and school level by providing teacher counselors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively. The situation above may be because only a few teachers are vast with skills and knowledge in guidance and counseling. It was therefore, imperative that all teachers had some basic skills in guidance and counseling services so that they could manage learners effectively.

All teachers(100%) and 74.40% of students agreed that teachers do not consider guidance and counseling services a waste of time and that group counseling is always practiced in this school though a notable number of students disagreed with the same. This could be due to the fact that most stakeholders have embraced guidance and counseling as an approach of discipline management. The analysis revealed some slight differences in opinions between teachers and students on some issues. This could be because teachers are custodian of the process while students are the recipient and thus could be giving responses to their own advantage or otherwise.

Principals interview responses (see appendix VI) showed that guidance and counseling influences students' behavior since students' discipline problems are handled with care and love without necessarily subjecting students to punishments or any other form of

intimidation hence reducing resistance. They revealed that schools had put in place interventions to support guidance and counseling. These interventions included building a cumulative record of students□ academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling.

Principals of most school had assigned members of the staff to be responsible for providing information on guidance and counseling to all stakeholders, teachers and parents inclusive. Some schools had sponsored teachers to attend seminars to instill them with skills to enable them implement guidance and counseling programmes. Most principals felt guidance and counseling had been effective in the management of discipline though underutilized in most schools. These findings are in line with the Gachathi Report (1976) which recommended that the ministry of education expand its services to include guidance and counseling services.

The overall results revealed that involvement of students in the guidance and counseling affairs had positive effects on management of discipline. This was a clear indication that students' participation in the guidance and counseling should be encouraged and enhanced. This supports the findings by Huddleston, (2007) who argues that students should be involved in governance in all areas of school lives. The study therefore, concluded that student participation in the guidance and counseling as means of management of discipline in secondary schools was necessary and needed to be enhanced.

**4.5.0 Influence of Student Council Involvement in Designing Punishment on the Management of Discipline.**

The third objective of the study sought to determine the influence of student council involvement in designing punishment on the management of students' discipline in public secondary schools in Teso North Sub-County. To answer this research objective, the researcher computed the overall scores obtained by the students' on aspects measuring their involvement in designing punishment. The respondents were required to give their responses using Agree, Undecided and Disagree.

**Table 4.7.Respondents' Involvement in the Designing Punishment**

| Statements | Disagree n (%) | | Undecided n (%) | | Agree n (%) | |
|---|---|---|---|---|---|---|
| | Students | Teachers | Students | Teachers | Students | Teachers |
| Punishment is usually negotiated ,and applies to particular conditions and problems in this school | 113(33.53) | 10(71.43) | 20(5.93) | 0(0) | 204(60.54) | 4(28.57) |
| Punishment is always applied in affair, consistent and just manner | 134(39.76) | 2(14.29) | 23(6.82) | 0(0) | 180(53.41) | 12(85.71) |
| Punishment overrides use of rewards in disciplining students | 152(45.10) | 14(100) | 55(16.32) | 0(0) | 130(38.58) | 0(0) |
| Punishment ensures orderliness among the students | 73(21.66) | 1(7.14) | 18(5.34) | 2(14.29) | 246(73.00) | 11(78.57) |
| Students accept punishment if they fail to comply with school rules and regulation | 33(9.79) | 3(21.43) | 13(3.86) | 2(14.29) | 281(83.38) | 9(64.29) |
| Teachers are fair when administering punishment | 130(38.58) | 1(7.14) | 28(8.61) | 0(0) | 179(53.12) | 13(92.86) |
| Students are only punished for mistakes done | 97(28.78) | 1(7.14) | 15(4.45) | 0(0) | 225(66.77) | 13(92.86) |
| Students take punishment positively at any time | 156(46.29) | 4(28.57) | 29(8.61) | 7(50.00) | 152(45.10) | 3(21.43) |
| There are various alternative forms of punishment in this school | 73(21.66) | 0(0) | 14(4.15) | 0(0) | 250(74.18) | 14(100) |
| All teachers punish students in this school | 132(39.17) | 3(21.43) | 22(6.53) | 0(0) | 183(54.30) | 11(78.57) |

As shown in Table 4.8, scores obtained by students and teachers on influence of student council involvement in designing punishment on the management of discipline differed slightly from the respondents. The respondents were required to agree or disagree with the listed statements; the results for statements are as shown below.

Although 60.54% of students indicated that punishment is usually negotiated, and applies to particular conditions and problems in this school only 28.57% of teachers agreed with the same. The results revealed that teachers had created an atmosphere of trust and teamwork, respect students as individuals with rights and a sense of expression and accept dissenting opinions from students without being abusive. This may be the main reason why most students had such feeling though it may not be the case. This supports finding by Overall and Sangster (2003), who postulated that discipline is about the ways in which students behave towards each other and to their teachers and the ways those teachers and other adults in school, behave towards students.

Majority of teachers (85.71%) and 53.41% of students agreed that punishment is always applied in affair, consistent and just manner. This could be because teachers are human to students and their representatives, and they act as role models to the students by being disciplined and upholding high moral standards. The variations in their opinion could be because of difficulties in establishing common set of values. This supports findings by Overall and Sangster (2003), pointed out that establishing a common set of values is not easy because the values held by school staff and which are implemented in the school behavioral policy may sometimes conflict with those held by the parents and the students.

All the teachers agreed that use of rewards overrides punishment in disciplining students with only 38.58% of students disagreeing with the same. This could be possible since rewards do not use pain or ways that can hurt a child, their self-esteem, emotional growth. This supports findings by Oyaro (2005),who pointed out that some of the methods of discipline have proven counterproductive as they traumatize the children. The number of students who gave contrary opinion may not have appreciated the rewards given and thus prefer punishment.

From the findings, 54.30% of students and 78.57% of teachers reported that all teachers punish students using various alternative forms of punishment in this school. They however indicated that majority of students do not take punishment positively at any time. This is probably due to the fact that punishment uses pain or other things that can hurt a child, their self-esteem and emotional growth and definitely students cannot take it positively.

About 66.77% of students and 92.86% of teacher agreed that students are only punished for mistakes done and that punishment ensures orderliness among the students. They further agreed (83.38% of students and 64.29% of teachers) that students should be punished if they fail to comply with school rules and regulation. This is because the main role of punishment is to ensure that students adhere to the laid down rules and regulation and thus ensures orderliness in learning institutions. This is in line with findings by Blandford (1998), who said that as students from various socio-economic backgrounds

meet in the school environment, the need to observe rules and regulations becomes imperative so that order, discipline, and conducive learning environment may be created. Majority of the respondents indicated that teachers are not bias or selective when administering punishment although the level of agreement differed with students scoring 53.12% and teachers 92.86%.The variation in opinion may be due to the fact that teachers are the custodian of rules and regulation and therefore may tend to give views to their own advantage. However teachers should be disciplined and uphold high moral standards whenever they are dealing with students to create an atmosphere of trust and teamwork. Principals interview responses (see appendix VI) revealed that though punishment as method of discipline management had proven to be counterproductive as they traumatize the children, a notable number of principal felt it was effective if correctly administered. They indicated that main role of punishment in the management of students discipline was to ensure that students adhere to the laid down rules and regulation and thus ensures orderliness in learning institutions. The responses indicated that schools involved students in making administrative rules pertaining to the discipline of the students and to prescribe appropriate punishment for breach or non-adherence to such rules. When the rules are broken specific punishment given is always immediate, appropriate and remedial.

The results revealed that involvement of students in the designing of punishment had influence on management of students' discipline and indeed most schools involved students. The results further indicated that there are various forms of punishment used in the school. This contradicts the findings by Kamau, (2003), who argues that for many years in Kenya, teachers had relied and still relied on corporal punishment to discipline

errant students despite being outlawed. The study therefore, concluded that students' involvement in designing punishment in the management of students' discipline in secondary schools was necessary and needed to be enhanced.

**4.6.0 Influence of Use of Rewards on Student Council Participation on the Management of Discipline.**

The fourth objective of the study was to examine the influence of use of rewards on student council participation on the management of discipline. To address this objective, study respondents were presented with ten statements measuring the influence of use of rewards on student council participation on the management of discipline.

**Table: 4.8. Influence of use of rewards on student council participation on the management of discipline**

| Statements | Disagree n (%) | | Undecided    n (%) | | Agree n (%) | |
|---|---|---|---|---|---|---|
| | Students | Teachers | Students | Teachers | Students | Teachers |
| There is reward system for students who display exemplary behavior thus improve discipline. | 138(40.95) | 2(14.29) | 21(6.23) | 2(14.29) | 178(52.82) | 10(71.43) |
| Exemplary students are often recognized in assemblies and other school gatherings hence encouraging others positively | 96(28.49) | 1(7.14) | 22(6.53) | 1(7.14) | 219(64.99) | 12(85.71) |
| Certificates are given to outstanding students to acknowledge their efforts and help in modeling others. | 109(32.34) | 4(28.57) | 17(5.04) | 1(7.14) | 211(62.61) | 10(71.43) |
| A system for structure and tracking is available for easier   implementation  of rewards/reinforcement in this school | 75(22.26) | 0(0) | 91(27.00) | 0(0) | 171(50.74) | 14(100.00) |
| Rewards  are more effective in enhancing discipline hence used in this school  to manage discipline. | 65(19.29) | 0(0) | 46(13.65) | 2(14.29) | 226(67.06) | 12(85.71) |
| Praises are given to well performing students in the discipline  as form of reward | 32(9.50) | 0(0) | 12(3.56) | 0(0) | 293(86.94) | 14(100.00) |
| Parents contribute towards reinforcing good behavior among the students hence better discipline outcomes attained. | 62(18.40) | 1(7.14) | 22(6.53) | 3(21.43) | 253(75.07) | 10(71.43) |
| Students aim to uphold discipline when they know that a special token will be given to them hence maintaining good discipline standards. | 84(24.93) | 5(35.71) | 31(10.00) | 1(7.14) | 222(65.88) | 8(57.14) |
| Leadership roles are given to well behaved students to motivate others to improve on their morals. | 86(25.52) | 3(21.43) | 25(7.49) | 4(28.57) | 226(67.06) | 7(50.00) |
| Special privileges are accorded to discipline students so as to serve as role models to others | 94(27.90) | 5(35.71) | 25(7.49) | 3(21.43) | 218(64.69) | 8(57.14) |

The respondents were required to agree or disagree with the listed statements; the results obtained are as shown in Table 4.9 and discussed below:-

From the findings, 71.43% of teachers and 52.82% of students agreed that there is reward system for students who display exemplary behavior. Majority of respondents (64.99% of students and 85.71% of teachers) further agreed that exemplary students are often recognized in assemblies and other school gatherings. This is an indication that use of reward is a reality in most of the schools. The rewards are given to students when desired behavior is done to motivate them and can range from tangible items to pleasurable activities or social recognition. This supports findings by Kohn (2009), who postulated that rewards are anything that motivate a child in question and can range from tangible items to pleasurable activities or social recognition.

Majority of the respondents (62.61% of students and 72.43% of teachers) agreed that certificates are given to outstanding students to acknowledge their efforts and help in modeling others. When and how often behavior is reinforced is as important as what it is reinforced with. Students receiving certificates which they can use as testimonial will tend to maintain high discipline standards and in turn motivate or model others to do the same and in process maintaining discipline.

Over sixty percent of the respondents (67.06% of students and 85.71% of teachers) agreed that positive reinforcement are more effective in enhancing discipline as compared to corporal punishment and that a system for structure and tracking makes it easy for positive reinforcement to be implemented. The reason why its effective in enhancing discipline is the fact that it does not use pain or hurt students and thus most

students like any other human being love and support it. This is in support of findings by Lane (2006),who argues that the fact that rewards does not use pain, punishment, intimidation, yelling, degradation, humiliation, shame, guilt or other things that can hurt a child, their self-esteem, emotional growth, wellbeing or their relationship with parent or caregiver has made positive reinforcement popular around the world and used in many classroom. However, positive reinforcement can become difficult to implement and track without some sort of system for structure and tracking. This is because as a way to measure behavior, a prediction on future behavior has to be made and tested by being able to quantifiably modify behavior.

100% of teachers and 86.94% of students indicated that praises are given to well performing students in the examination, and that students aim to uphold discipline when they know that a special token will be given to them. Positive reinforcement was for good behavior in order to encourage students and provoke other students to be disciplined. Majority of the respondents further agreed that parents contribute towards reinforcing good behavior among the students. The parents have to be aware of the school's code of conduct and ensure that there is no contradiction between what is emphasized at school and home and thus helps in character formation.

 67.06% of students and 50% of teachers agreed that leadership roles are given to well behaved students and further agreed (64.69% of students and 57.14% of teachers) that special privileges are accorded to discipline students. This in process influences discipline positively.

Responses from principals' interviews (see appendix V) revealed that rewards modify students' behavior and conduct thus necessary in the management of students' discipline. It further indicated that the use of rewards has proven effective in the management of students' discipline. It also revealed that most schools had introduced tangible items, pleasurable activities or social recognition as measures to support the use of rewards in the management of students' discipline.

Looking at the results, it emerged that students and teachers believed rewards influenced students' discipline positively and more particularly when students are involved. A notable number of the schools utilized the use of rewards to manage students' discipline. The study therefore, concluded that use of rewards as a means of discipline management in public secondary schools was effective and therefore need for its enhancement.

**CHAPTER FIVE**

**SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMEDNATIONS**

**5.1 Introduction**

This chapter presents summary of the study findings, conclusion and recommendations of the study objectives. It also gives areas for further research based on the research objectives.

**5.2 Summary of the Major Findings.**

The main goal of the study was to investigate students' council participation in management of discipline in public secondary schools in Teso North sub-county. Data for the study was collected from 9 principals, 14 teachers and 353 students from public secondary schools in Teso north sub-county. Given below are the main study findings.

**5.2.1 Influence of Student Council Participation in the Periodic Review of Rules and Regulations on Management of Discipline**

In relation to the influence of student council participation in the periodic review of rules and regulations on management of discipline, the study established that students involvement in the review of rules and regulations had positive influence on students discipline. However it emerged that the students were not fully involved in the periodic review of rules and regulation. They even scored less than fifty percent in some listed statements measuring their involvement. This statements included: rules and regulation is usually negotiated, and applies to particular conditions and problems in this school; rules and regulation is always applied in affair, consistent and just manner; students always in

the right school uniform**.** Responses from principal interviews revealed that rules and regulations are rarely revised and in most cases all stakeholders are not fully involved especially students. The study further revealed common disciplinary problems experienced in schools (see appendix VI) in Teso north Sub County and their possible causes as lack of students' involvement.

## 5.2.2 Effect of the Student Council Participation in Guidance and Counseling on the Management of Discipline

In relation to the effect of the student council participation in guidance and counseling on the management of discipline, the study established that student involvement had effect on discipline. However, some differences in opinion were registered in some statements in relation to the effect of student council involvement.

Majority of students agreed that there are adequate resources for guidance and counseling while teachers registered low percentage. Teachers are willing to subject students to Guidance and counseling despite its demand in terms of time; all teachers agreed with this statement though a notable number of students held contrary opinion among others. Principals interview responses showed that guidance and counseling influences students' behavior since students discipline problems are handled with care and love without necessarily subjecting students to punishments or any other form of intimidation hence reducing resistance.

Most principal felt guidance and counseling had been effective in the management of discipline though underutilized in most schools. The study further revealed common

disciplinary problems experienced in schools (see appendix VI)  such as drug abuse, drug trafficking and sexual harassment were as a result of ineffective guidance and counseling in schools.

## 5.2.3 Influence of Student Council Involvement in Designing Punishment in the Management of Discipline

In relation to the influence of student council involvement in designing punishment, the responses indicated that schools involved students in making administrative rules pertaining to the discipline of the students and to prescribe appropriate punishment for breach or non-adherence to such rules. However all the respondents revealed that students do not take punishment positively at any time as indicated by their scores. This could be because punishment is not always applied in a fair, consistent and just manner or may be students are partially involved in designing punishment. The study further revealed that common disciplinary problems experienced in school (see appendix VI) were due lack of students involvement.

## 5.2.4 Influence of Use of Rewards on Student Council Participation on the Management of Discipline

The study revealed that rewards modify students' behavior and conduct thus necessary in the management of students' discipline. It emerged that students and teachers believed

rewards influenced students' discipline positively and more particularly when students are involved. A notable number of the schools utilized the use of rewards to manage students' discipline. This could be due to the fact that rewards do not use pain, punishment, intimidation, yelling, degradation, humiliation, shame, guilt or other things that can hurt a child, their self-esteem, emotional growth, wellbeing or their relationship with parent or caregiver.

It revealed that most schools had introduced tangible items, pleasurable activities or social recognition as measures to support the use of rewards in the management of students' discipline. Despite these many advantages, findings indicated that rewards are not extensively used in many schools.

## 5.3 Conclusions of the Study

In relation to the influence of student council participation in the periodic review of rules and regulations on management of discipline, the study established that students involvement in the review of rules and regulations had positive influence on students discipline. However it emerged that the students were not fully involved in the periodic review of rules and regulation. This could be explained by the fact that the educators have

fears in involving them since they are the recipient of the same rules and regulation and may not come up with an idea that may harass them. This study therefore concludes that students' participation in the review of rules and regulations should be improved for better discipline outcomes to be attained.

In relation to the influence of student council involvement in designing punishment, the responses indicated that schools involved students in making administrative rules pertaining to the discipline of the students and to prescribe appropriate punishment for breach or non-adherence to such rules. However all the respondents revealed that students do not take punishment positively at any time as indicated by their scores. This could be because may be punishment is not always applied in affair, consistent and just manner or may be students are partially involved in designing punishment. The study therefore concludes that punishment should be administered in a fair, consistent and just manner and students involvement in designing punishment should be enhanced.

In relation to the influence of use of rewards on student council participation on the management of discipline , it emerged that students and teachers believed rewards influenced students' discipline positively and more particularly when students are involved. A notable number of the schools utilized the use of rewards to manage students' discipline. The study therefore, concluded that use of rewards as a means of discipline management in public secondary schools was effective and therefore need for its enhancement.

In relation to the effect of the student council participation in guidance and counseling on the management of discipline, the study established that guidance and counseling had

been effective in the management of discipline though underutilized in most schools. The study further revealed common disciplinary problems experienced in schools such as drug abuse, drug trafficking and sexual harassment were as a result of ineffective guidance and counseling in schools and lack of student involvement. The study therefore concluded that, student council participation in guidance and counseling on the management of discipline was effective and therefore need for its enhancement.

Generally, the success of the school depends on how each stakeholder (students, teachers, principal and parents) are handled and participated in the management of discipline process. This means that absence of students in the management of discipline may hamper decisions made by other stakeholders hence making them ineffective.

## 5.4 Recommendation of the Study

Based on the findings of the study, the following recommendations were made:-

i.    The research found out that students are not fully involved in review of rules and regulation. The study therefore recommends that schools should fully involve students' in school management of discipline. They should empower students' council in which students' views and ideas can be heard and discussed. The council should be known to all students and well informed in terms of school policies and should have a say on important issues.

ii.   Research findings revealed that involvement of students in the guidance and counseling affairs had positive effects on students' discipline. The study therefore recommends that the schools should expand there guidance and counseling services. They should build and use a cumulative record of students□ academic

performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling.

iii.    The research found out that the use of rewards overrides use of punishment in the management of students' discipline. The study therefore recommends that the schools should enhance the use of rewards and come up with a comprehensive reward system with some sort of structure and tracking mechanism that will assist in modifying students' behavior by reinforcing desired behaviors.

iv.    The research found out that the students do not take punishment positively at any time. The study therefore recommends that the schools should be encouraged to use alternative methods of discipline management rather than punishment. This may include methods such as guidance and counseling, use of rewards among others.

## 5.5 Areas for Further Research

i.    A study should be conducted to find out relationship between students' involvement in the management of discipline and academic achievement in public secondary schools.

ii.    The current study was carried out in public secondary schools; another study should therefore be conducted in private schools to find out whether the same findings would be obtained.

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**APPENDICES**

**APPENDIX I: INTRODUCTION LETTER**

Dear Sir/Madam/Respondent,

**Re: Research Questionnaire**

I am a post graduate student pursuing a Master's Degree in Educational Management and Policy Studies at Moi University. My area of study is Student council participation in the Management Students Discipline. I hereby kindly request you to allow me in your school to enable me obtain important information for the research.

The identity of respondent will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used as pertaining to this study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully

...........................................

Erick Nandeke.

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Indicate the correct option as honestly as possible by putting a tick (√) on one of the options where applicable. For the questionnaires that require your own opinion fill in the blanks .You are kindly asked to respond to all items.

**Section A: Background Information**

1. What type is your school?

[ ] Boys only                                    [ ] Girls only

[ ] Mixed day                                   [ ] Mixed day and boarding

2. What is your gender?

[ ] Male                 [ ] Female

3. Tick your age bracket

[ ] 20 – 30      [ ] 31 – 40      [ ] 41 – 50            [ ] 50 plus

4. What is your highest academic and professional qualification?

[ ] Master in Education          [ ] B.Ed.            [ ] Diploma in Education

Any other specify …………………………………………………

5. How many years have you been in school as a teacher?

[ ] Less than 1 year          [ ] 2-5years          [ ] above 5 years

## SECTION B: SPECIFIC INFORMATION

**a: Use of Punishment in management of discipline**.

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Punishment is usually negotiated ,and applies to particular conditions and problems in this school | | | | | |
| Punishment is always applied in affair, consistent and just manner | | | | | |
| Punishment overrides use of rewards in disciplining students | | | | | |
| Punishment ensures orderliness among the students | | | | | |
| Students should be punished if they fail to comply with school rules and regulation | | | | | |
| Teachers are not bias or selective when administering punishment | | | | | |
| Students are only punished for mistakes done | | | | | |
| Students take punishment positively at any time | | | | | |
| There are various alternative forms of punishment in this school | | | | | |

| All teachers punish students in this school | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**b. Rules and regulation in management of students discipline**

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Students in school identify with rules and regulation | | | | | |
| Rules and regulation is usually negotiated ,and applies to particular conditions and problems in this school | | | | | |
| Rules and regulation is always applied in affair, consistent and just manner | | | | | |
| Students are obedient and respectful to stipulated rules and regulation | | | | | |
| Students observe punctuality in school programs and schedules | | | | | |
| Parents support school rules and regulation by ensuring their children observe it. | | | | | |
| Students attend all classes and do all exams | | | | | |
| Students rarely absent themselves from school intentionally | | | | | |
| Students always in the right school uniform | | | | | |

**C. Use of rewards in management of student discipline**

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| There is reward system for students who display exemplary behavior | | | | | |
| Exemplary students are often recognized in assemblies and other school gatherings | | | | | |
| Certificates are given to outstanding students to acknowledge their efforts and help in modeling others. | | | | | |
| A system for structure and tracking makes it easy for positive reinforcement to be implemented. | | | | | |
| Positive reinforcement are more effective in enhancing discipline as compared to corporal punishment | | | | | |
| Praises are given to well performing students in the examination | | | | | |
| Parents contribute towards reinforcing good behavior among the students | | | | | |
| Students aim to uphold discipline when they know that a special token will be given to them | | | | | |
| Leadership roles are given to well behaved students | | | | | |
| Special privileges are accorded to discipline students | | | | | |

**d: Guidance and Counseling in Management of Discipline**

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or strongly disagree (SD)

| statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| There is adequate resources for guidance and counseling | | | | | |
| Teachers are willing to subject students to Guidance and counseling despite its demand in terms of time. | | | | | |
| The counseling process helps students to make value judgments about their own behavior and decide to do what is right, responsible and realistic | | | | | |
| Group counseling is rarely practiced in this school | | | | | |
| Teachers consider guidance and counseling services a waste of time | | | | | |
| Cases where learners do not behave according to accepted standards can be attributed to lack of appropriate guidance and counseling | | | | | |
| Better discipline outcomes in this school are realized through individual counseling | | | | | |
| Guidance and counseling denotes the presence of a helping relationship characterized by warmth and acceptance | | | | | |

| Guidance and counseling has empowered students in this school to own and manage their problem | | | | | |
|---|---|---|---|---|---|

## APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Indicate the correct option as honestly as possible by putting a tick (√) on one of the options where applicable. For the questionnaires that require your own opinion fill in the blanks .You are kindly asked to respond to all items.

**Section A: Background Information**

1. Tick your gender

[ ] Male                         [ ] Female

2. Tick your age bracket?

[ ] less than 15years    [ ] between 15-20 years        [ ] above 20 years

3. Which is your form? …………………………………..

4. What is your school Category?

[ ] National               [ ] County               [ ] Sub-county

5. What is your school type?

[ ] Boys' only                         [ ] Girls only

[ ] Mixed day and boarding               [ ] Mixed day

6. How often do you hold official meetings with the principal?

[ ] Weekly     [ ] Once a fortnight    [ ] Once a month        [ ] Termly

7. What is the relationship of the principal towards?

|  | Warm | Fair | Poor |
|---|---|---|---|
| i) Students | [ ] | [ ] | [ ] |

ii) Student council          [ ]          [ ]          [ ]

8. What is the degree of student participation in selection of prefect in your school?

[ ] No participation    [ ] little participation       [ ] full participation

## SECTION B: SPECIFIC INFORMATION.

### a: Use of Punishment in management of discipline.

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Punishment is usually negotiated ,and applies to particular conditions and problems in this school | | | | | |
| Punishment is always applied in affair, consistent and just manner | | | | | |
| Punishment overrides use of rewards in disciplining students | | | | | |
| Punishment ensures orderliness among the students | | | | | |
| Students should be punished if they fail to comply with school rules and regulation | | | | | |
| Teachers are not bias or selective when administering punishment | | | | | |
| Students are only punished for mistakes done | | | | | |
| Students take punishment positively at any time | | | | | |
| There are various alternative forms of punishment in this school | | | | | |
| All teachers punish students in this school | | | | | |

**b. Rules and regulation in management of students discipline**

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| Students in school identify with rules and regulation | | | | | |
| Rules and regulation is usually negotiated ,and applies to particular conditions and problems in this school | | | | | |
| Rules and regulation is always applied in affair, consistent and just manner | | | | | |
| Students are obedient and respectful to stipulated rules and regulation | | | | | |
| Students observe punctuality in school programs and schedules | | | | | |
| Parents support school rules and regulation by ensuring their children observe it. | | | | | |
| Students attend all classes and do all exams | | | | | |
| Students rarely absent themselves from school intentionally | | | | | |
| Students always in the right school uniform | | | | | |

**C. Use of rewards in management of student discipline**

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| There is reward system for students who display exemplary behavior | | | | | |
| Exemplary students are often recognized in assemblies and other school gatherings | | | | | |
| Certificates are given to outstanding students to acknowledge their efforts and help in modeling others. | | | | | |
| A system for structure and tracking makes it easy for positive reinforcement to implement. | | | | | |
| Positive reinforcement are more effective in enhancing discipline as compared to corporal punishment | | | | | |
| Praises are given to well performing students in the examination | | | | | |
| Parents contribute towards reinforcing good behavior among the students | | | | | |
| Students aim to uphold discipline when they know that a special token will be given to them | | | | | |
| Leadership roles are given to well behaved students | | | | | |
| Special privileges are accorded to discipline students | | | | | |

**d. Guidance and Counseling in Management of Discipline.**

Please indicate by use of a tick [ ] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or strongly disagree (SD)

| Statements | SA | A | U | D | SD |
|---|---|---|---|---|---|
| There is adequate resources for guidance and counseling | | | | | |
| Teachers are willing to subject students to Guidance and counseling despite its demand in terms of time. | | | | | |
| The counseling process helps students to make value judgments about their own behavior and decide to do what is right, responsible and realistic | | | | | |
| Group counseling is rarely practiced in this school | | | | | |
| Teachers consider guidance and counseling services a waste of time | | | | | |
| Cases where learners do not behave according to accepted standards can be attributed to lack of appropriate guidance and counseling | | | | | |
| Better discipline outcomes in this school are realized through individual counseling | | | | | |
| Guidance and counseling denotes the presence of a helping relationship characterized by warmth and acceptance | | | | | |
| Guidance and counseling has empowered students in this school to own and manage their problem | | | | | |

## APPENDIX IV: DOCUMENT ANALYSIS GUIDE

DISCIPLINARY PROBLEMS EXPERIENCED IN PUBLIC SECONDARY SCHOOLS IN TESO NORTH SUB-COUNTY.

| Problem Experienced | Individual Mean Rating | | | Overall Mean Rating |
|---|---|---|---|---|
| | Principal | Deputy Principal | H.O.D G&C | |
| Absenteeism | | | | |
| Lateness/truancy | | | | |
| Defiance | | | | |
| Cheating | | | | |
| Sneaking | | | | |
| Theft | | | | |
| Noise making | | | | |
| Bullying | | | | |
| Drug abuse | | | | |
| Use of abusive language | | | | |
| Sexual harassment | | | | |
| Failure to complete assignment | | | | |
| Drug trafficking | | | | |

**Classification of Disciplinary Problem Experienced**

4.1-5.0 Highly Experienced

3.1-4.0 Frequently Experienced

2.1-3.0 Less Experienced

1.0-2.0 Least Experienced

## APPENDIX V: INTERVIEW SCHEDULE FOR PRINCIPAL

1. Briefly explain how the school rules and regulation is constantly revised to ensure it goes down well with all the stakeholders?

2. In what ways does this school rules and regulation influence the management of students' discipline?

3. In your own opinion, is this school's rules and regulation effective in management of students' discipline?

4. What is the influence of use of rewards in the management of students discipline in this school?

5. In your own opinion, has the employment of rewards been effective in the management of students discipline in this school?

6. What measures have been affected to support the use of rewards in the management of students discipline in this school?

7. Please explain the influence of guidance and counseling in the management of students discipline in this school?

8. What interventions have been put in place in this school to support guidance and counseling?

9. In your own opinion, has guidance and counseling been effective in the management of students discipline in this school?

10. In your own opinion, has punishment been effective in the management of students discipline in this school?

11. Briefly explain the role school punishment in the management of students discipline in this school?

12. What strategies are being employed to encourage negotiated punishment, and apply it to particular conditions and problems in this school?

## APPENDIX VI: DOCUMENT ANALYSIS RESULTS
## DOCUMENT ANALYSIS OF THE DISCIPLINARY PROBLEMS
## EXPERIENCED IN PUBLIC SECONDARY SCHOOLS IN TESO NORTH SUB-
## COUNTY

Table 4.18 .DISCIPLINARY PROBLEMS

| Problem Experienced | Individual Mean Rating | | | Overall Mean Rating |
|---|---|---|---|---|
| | Principal | Deputy Principal | H.O.D G&C | |
| Absenteeism | 3.0 | 4.0 | 4.0 | 3.55(3.1-4.0) |
| Lateness/truancy | 2.0 | 5.0 | 5.0 | 3.55(3.1-4.0) |
| Defiance | 1.0 | 4.0 | 4.0 | 3.05(2.1-3.0) |
| Cheating | 2.0 | 5.0 | 4.0 | 3.55(3.1-4.0) |
| Sneaking | 2.0 | 4.0 | 3.0 | 3.05(2.1-3.0) |
| Theft | 1.0 | 5.0 | 3.0 | 3.05(2.1-3.0) |
| Noise making | 3.0 | 5.0 | 3.0 | 3.55(3.1-4.0) |
| Bullying | 2.0 | 4.0 | 3.0 | 3.05(2.1-3.0) |
| Drug abuse | 2.0 | 4.0 | 3.0 | 3.05(2.1-3.0) |
| Use of abusive language | 1.0 | 5.0 | 3.0 | 3.05(2.1-3.0) |
| Sexual harassment | 1.0 | 2.0 | 2.0 | 1.5(1.0-2.0) |
| Failure to complete assignment | 2.0 | 5.0 | 4.0 | 3.55(3.1-4.0) |
| Drug trafficking | 1.0 | 2.0 | 2.0 | 1.5(1.0-2.0) |

Based on the document analysis results obtained, the overall score was computed as
shown on the table4.18 above. The common disciplinary problems experienced

frequently are lateness, absenteeism, cheating, noise making, and failure to complete assignment.

Less experienced disciplinary problems were defiance, sneaking, theft, bullying, drug abuse and use of abusive language. Least experienced were drug trafficking and sexual harassment. Results also revealed variations in responses between the principal, deputy principal and the teacher in charge of guidance and counseling. The rating by the deputy principal was slightly higher on the common disciplinary problems experienced as compared to the principal and the teacher in charge of guidance and counseling. This may be attributed to the fact they are in charge of discipline in schools and therefore all discipline problems went through them.

Disciplinary problems experienced were classified with their confidence interval as shown below. Highly Experienced (4.1-5.0), Frequently Experienced (3.1-4.0), Less Experienced (2.1-3.0) and Least Experienced (1.0-2.0).The study sought to examine the common disciplinary problems experienced in schools in Teso north Sub County and their possible causes.

# APPENDIX VII: RESEARCH PERMIT

**NACOSTI**

## NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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9th Floor, Utalii House
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
**20th November, 2014**

NACOSTI/P/14/8922/3854

Erick Nandeke Nandeke
Moi University
P.O. Box 3900-30100
**ELDORET.**

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Student Council participation in the management of discipline in public secondary schools,''* I am pleased to inform you that you have been authorized to undertake research in **Busia County** for a period ending **1st January, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Busia County** before embarking on the research project.

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

**DR. S. K. LANGAT, OGW**
**FOR: SECRETARY/CEO**

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified