

**ASSESSMENT OF INFLUENCE OF TEACHERS' DISCIPLINE  
MANAGEMENT STRATEGIES ON STUDENTS' PERFORMANCE IN  
KENYA CERTIFICATE OF SECONDARY EXAMINATION IN PUBLIC  
SECONDARY SCHOOLS IN THARAKA NITHI COUNTY**

**JACOB KINOTI NKARICHIA**

**DEO1/4034/2012**

**THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE  
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL  
ADMINISTRATION MAASAI MARA UNIVERSITY**

**2021**

## DECLARATION AND APPROVAL

This thesis is my original work and has not been presented for award of a degree on this or any other university.

Jacob Kinoti Nkarichia..... Date.....

DEO1/4034/12

This thesis has been submitted for examination with our approval as university supervisors:

---

Dr. Justus Mochama Gori  
Lecturer  
School of Educational  
Garissa University

---

Dr. Jepkemboi R. Choge  
Lecturer  
School of Educational  
Koitalel Samoei University College

---

Dr. Mwaura Kimani  
Lecturer  
School of Educational  
Maasai Mara University

## **DEDICATION**

This thesis is dedicated to the Almighty God, who has given me knowledge and understanding to write it. I also dedicate this thesis to my wife Mrs. Betty Gatwiri Kinoti who has sacrificially and with a lot of love supported me and contributed greatly to my being what I am today. I deeply appreciate our children Brian Munene Kinoti and Sharon Kathambi Kinoti for their support, patience and understanding during this study. Whenever there was a graduation ceremony, Sharon always wished that I was also graduating.

## **ACKNOWLEDGEMENT**

I wish to express my sincere gratitude to my supervisors Dr. Justus Gori, Dr. Mwaura Kimani and Dr. Jepkemboi Choge for guiding me in the conceptualization and structuring of this thesis. I cannot forget the County Commissioner Tharaka Nithi County who permitted me to conduct the research.

I wish to register my gratitude to the entire management of Maasai Mara University particularly the Vice Chancellor and the Dean, School of Education Dr. Manyasi for the effective management of the University and the School of Education respectively that has seen me realize my academic dreams. Gratitude is also extended to the lecturers and the staff from the School of Education for their support and prompt directives which have seen me through the completion of this thesis. I acknowledge the support of the director post graduate studies Dr. Kodak. I also convey my sincere gratitude to Dr. Susan Chepkonga Yego for the moral support, contribution and for guiding me in the proposal and thesis development and writing.

## **ABBREVIATIONS AND ACRONYMS**

<b>CDE</b>	County Director of Education
<b>CQASO</b>	County Quality Assurance Officer
<b>DQASO</b>	District Quality Assurance Officer
<b>SCDE</b>	Sub-County Director of Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>SPSS</b>	Statistical Package for Social Sciences
<b>ANPPCAN</b>	African Network for the Prevention and Protection against Child Abuse and Neglect

## ABSTRACT

Discipline in school entails cultivating positive behavior change in order to create a conducive learning environment. Discipline is instrumental in students' academic performance. The purpose of this study was to assess the impact of discipline management strategies on students' performance in KCSE examinations in public secondary schools in Tharaka Nithi County. The objectives of this study were: to assess the influence of guidance and counseling on students' performance in KCSE, ascertain the influence of students' council on students' performance in KCSE, establish the influence of suspension of indisciplined students on students' performance in KCSE and to examine the influence of school rules on students' performance in KCSE in public secondary schools in Tharaka Nithi County. A descriptive survey design with mixed methods was adopted. Data was collected with the aid of interviews and questionnaires. The KCSE results were also collected using exam form. The total number of public secondary schools in Tharaka Nithi County that was targeted for the study was 104. Out of this sample, 10 schools were for boys, 17 schools were for girls and 77 mixed schools. Two sampling techniques were deployed: Stratified random for teachers and purposive sampling technique for principals. The sample size for teacher participants was determined using the Krejcie & Morgan population sample table. A population size of 42 schools was sampled. The theoretical framework for the study was based on Systems Theory of Senge (1990). The study used descriptive statistics for data analysis. Pearson. r. was used to test the relationships of the variables with the aid of Statistical Package for Social Sciences (SPSS) in analyzing the data. The data from the interview guide was arranged thematically, transcribed and then presented verbatim in order to triangulate the results. The findings of this study may be of benefit to different stakeholders like BOMs, principals, teachers and parents who would be sensitized about the information on most effective disciplinary strategies to be used on students' discipline in schools. The results of the tested hypothesis revealed that teachers' discipline management strategy of guidance and counseling influenced performance positively. The results of students' council, suspension and school rules indicated that there is statistically no significant relationship between the use of these strategies and students' performance in KCSE in public secondary schools in Tharaka Nithi County. The results of this study and its recommendations may be useful to policy makers at national level to develop new policies on use of alternative disciplinary strategies. The study results have added to the existing knowledge on effects of alternative disciplinary strategies on students' performance in KCSE. It also serves as a base from which other researchers can carry out further study.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter comprises of background of the study, the problem statement, the purpose of the study, objectives, research hypothesis, the study significance, assumptions, Limitations, delimitations and operational definition of terms.

#### **1.2 Background to the Study**

Discipline means the act of informing someone to acquire appropriate behavioral traits for the purpose of fitting well in the community (Cotton, 2012). Students' discipline in schools is a non-ignorable factor for consideration since it shapes the intellectual outcome of the students and schools' (Reynolds, 2009). This study assessed the four discipline management strategies used by teachers and their influence on students' performance in KCSE. These are: guidance and counseling services, presence of students' council, suspension of students and the school rules.

On the basis of Rogers (2011), discipline has to do with instruction to teach and enhance societal orders where rights and responsibilities are checked. Discipline generates positive behaviour change (Squelch, 2010). Rossouw (2013) observes that when teachers discipline learners, they are making followers or disciplined people. In this sense, discipline is taken as training that advances self-control. The discipline management strategies which are used by teachers in management of discipline in secondary schools in Kenya include: guidance and counseling, students' council, suspension and school rules. These make the objectives for this study.

Guidance and Counseling is a professional field which has a wide range of activities and functions aimed at assisting individuals to understand themselves, others, school environment and attain a degree of abilities to adjust accordingly. Adjustment refers to the series of events in which an individual finds and adopts modes of behaviour required by the society or adjustment to the changes in the environment (Weiten, 2017). Weiten (2017) continues to say that these adjustments engross an individuals' general change to fit in own environment and the requirements of life such as the way one relates to other people, that is interpersonal behavior, responds to responsibilities, handles stress and satisfy own needs and life fulfillment. The need for guidance and counseling services in all secondary schools cannot be undermined due to intensity of detailed modern life that has brought about heavy demands and obligations on secondary school students. These students are faced with many personal, academic, social and emotional demands and problems which when unresolved could lead to various patterns of unpredictable behaviours (Weiten, 2017).

School guidance and counseling programs have therefore been introduced in secondary schools to enable students to endure problems and adjust to a most of social and emotional challenges they go through at home and at school. Almost, all countries have established means to intensify and better guidance and counseling services in their respective schools in an attempt to address trends of students' behaviors. According to my own views, the history of guidance and counseling around the world varies greatly based on how different countries and local communities have chosen to provide personal and public discipline.

There is evidence to conclude that some of the methods and skills of modern-day

guidance counselors were practiced by Catholic priests in the middle ages, as can be evidenced in the commitment to the issue of confidentiality within the confession even today. By the end of the sixteenth century, one of the first writing about career options is evident: *The Universal Plaza of All the Professions of the World* (1626), which was written by Tomaso Garzoni. However, formal guidance programs using specialized texts did not show up until the beginning of the twentieth century.

In America, guidance and counseling began as a humanitarian movement. The poverty, distress and unemployment which came about as a result of the transmutation of America into an industrialized and urbanized society led to the foundation of organized benevolence, settlement houses, philanthropism associations, and government structures for corrective and taking care of the less fortunate (Shertzer & Stone, 2009). In the United States of America, primary (elementary) school students elect class prefects. He/she is charged with the duty of ensuring the class issues are well presented for consideration at the students' councils. They are also entrusted with the obligation of chairing cabinet meetings and arranging class activities (Motitswe, 2012). Class presidents are elected by students in the various classes and more than occasionaly serve for a maximum term of one academic year with the choice of seeking re-election. The Danish Students Council's records began, at the Roskilde University Centre (RUC), around 40 years ago after the establishment of the university in 1972. Everything was non familiar and no one had a clear thought what to do with this new university.

A research report done by the Children's Research Centre, Trinity College in order to give guidelines to the National Children's Office, Ireland (2015) evaluated a number of issues related to the inner cohesion of the council which inform how well

it operates. One of the issues realized was the council size and whether younger students were represented in the council.

Miss Campbell explained that suspension serves the purpose of giving the indisciplined student time-out to come in term with his or her improper conduct and in some occasions, to get counseling for behaviour rectification. In Britain, susceptibility to rules can become a result of how managers view them. Despite the rise in the use of suspension, research is yet to establish whether this punishment is serving as a sanction for all students – that is, that it is really reducing the intensity of the behaviours it supposedly prevents. Atkins (2012) discovered that suspension turned out to be an ineffectual punishment in restricting inappropriate behaviour. Other research has also suggested the possibility of undesirable side-effects from suspensions, including rising rates of dropping out of school, drug abuse, and misconducts in targeted students (Kilpatrick, 2009; Schiraldi & Ziedenberg, 2011). Issues of indiscipline have also been noted in England. There was a case in one school where a student happened to be carrying a gun in absolute contravention of school rules which prohibited carrying of any form of weapon to school. He used the gun to shoot some of the fellow students. The government then planned a crackdown on school indiscipline by giving schools powers to risk pupils for weapons (British Broadcasting Corporation, 2014).

Students who are suspended for sequence of minor unrests (i.e. in which teachers referred on the basis of a successive result) have resulted feeling singled out and seeing suspensions as unfair (Vavrus & Cole, 2012). In another study conducted by Costenbader and Markson (2009), students reported being angered at the person who sent them to suspension and hopeful to get out of the position (p.76). As far as the



actual suspension is concerned, responses included “it as a good excuse to stay at home and assume it’s just a vacation” (p.76). Responses such as these suggest that suspension is not having the effects it is expected to have on many students. The solution to the issue of indiscipline can make students’ education and schooling experience more productive.

There is increasing solicitude regarding indiscipline in schools in the United Arab Emirates where teaching methods were blameworthy for the children’s indiscipline (Mukharjee, 2015). According to Mukharjee, the parents were getting nervous and disappointed as they considered as an affront the rising incidents of indiscipline and destruction in schools. The concern was not on the risk of violence and destruction of property and injury to persons but also the poor academic performance connected with the rising trend of indiscipline. Accordingly, India Parenting Online Ltd (2017) presents the standards of discipline as being on the deteriorating trend in Indian secondary schools. The study indicated that there was reason to find a lasting solution to the problem of indiscipline.

The beginning of guidance and counseling in Ghana, (by then known as Gold Coast) dates as far back as 1955 when the colonial government of Gold Coast attempted to organize a state system of professional guidance by establishing youth employment services for all youth under 20 years who had the secondary School (Middle School) Leaving Certificate. The system was structured to give skilled guidance to help people find standard employment (Ackummey, 2012).

In South Africa, Corporal punishment was replaced by a discipline strategy called Alternatives to Corporal Punishment (ATCP) (Tungata, 2016). Alternatives like

students' councils were preferred by teachers as reciprocal discipline methods according to Fakudze (2014). Maphosa and Shumba (2010) argued that the ban of corporal punishment did not improve the state of school discipline nor did the introduction of alternatives to corporal punishment.

According to Mongezi (2010), twenty-nine students were suspended from Umthwalume High school in South Africa on suspicion that they were homosexuals. Despite the introduction of alternative to corporal punishment (ATCP), research has shown that indiscipline in schools has increasingly gone up (Shumba, 2010). This hints that the prohibition of corporal punishment did not improve the condition of secondary school discipline nor did the preface of alternate to corporal punishment. Omulema, Maina, and Mureithi, (2015) assert that in schools, some students were suspended when they were found wandering in the street instead of being in school. After suspension, some students went back to school while others left school and involved themselves in other prohibited activities.

The schools in Botswana had their image perplexed by acts of student indiscipline. Some students died and others went blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. A survey on a number of previous provincial schools also indicated that indiscipline had been the source of deterioration in academic performance (McGregory, 2016).

In Kenya, guidance and counseling is an inception that is designed for providing information and skills to impart self-awareness and best use of students' abilities for holistic growth and development (KIE, 2009). In order to improve students' social and emotional balancing, desired outcome and standard of Education in Kenya, the

government has for a long time in history established various Education Commissions, Committees, and Task Forces to resolve various challenges facing the young people in secondary schools (KIE, 2009). According to the Report of the National Committee on Educational Objectives and Policies (G. O. K, 1976), it was recommended that there be establishment of Guidance and Counseling program in secondary schools for enabling of total growth and development of the youth. The Report of the Presidential Workshop Party on Education and Manpower Training (The Republic of Kenya, 1988), notified that guidance and counseling of youths in secondary schools is necessary in improving discipline. The report supposed that guidance and counseling programs should aid students to value themselves and their role as workers and to develop appropriate disposition towards discipline.

The instigations of indiscipline in secondary schools have been increasing especially from the 2000s when corporal punishment was banned by the Ministry of Education by the gazette notice of 13th March 2001. Many people have blamed the banning of the cane for the intensified cases of the school turbulence. Counseling makes a student feel closer to the educator thus creating a friendly association. The student has the freedom to do what pleases him/her and at the same time realize the outcome of his/her misbehavior. Through this process the positive discipline is promised.

The work of guidance and counseling is supervised by the County Director of Education in Tharaka Nithi County. The actual work is done by teachers appointed by the principals. The issues surrounding the implementation of guidance and counseling include whether the guidance and counseling teachers are well trained and if the teachers get enough time as they are normal classroom teachers.

Students' councils in Kenya started off as a project started by UNICEF and KSSHA (2009). All key players in education sector were alarmed when a number of schools faced a wave of students' riots that were witnessed across the country in 2008. School principals were censured for not being open to discourse with their students. A good number of students maintained the view that the prefect system was an instrument used by administration to restrain their views and deter their participation in school administration (Indimuli, 2012) for such reasons; unrest served as the fore chosen means to vent out their anger with the school administration.

The need for reformation in education sector was essential. The government of Kenya (GOK), the 4 Kenya Secondary Schools Heads Association (KSSHA), UNICEF and other key players in education deliberated upon several ways to get students engaged in their school affairs. According to my own observations the student' council is among the many reformations in the education sector that the government of Kenya has been embarking in the last number of years.

In Kenya, violent secondary school strikes are a mutual event. In 2008, for instance, the incidence of secondary school riots raised by (34%) (Ojwang, 2012). There are distinct causes that have been related to high school students' infractions, unrest which in the end lead to violent unrests. One of the causes that have been identified is high handedness by school administrations. In Kenya for example, the decision-making process in high schools on the matters that affect students' welfare principally involves the board of governors and educators. Normally there is little contribution from students who are basically affected by the policy when it is implemented.

Learning in secondary schools in Kirinyaga County has been severally interrupted by students' unrest. For example, following a number of unrest in November 2012, 18 (eighteen) schools were closed and more than 1,000 students suspended on disciplinary grounds. Riots preceded its advanced effects across many secondary schools in Kirinyaga County (Munene & Wanyoro, 2012). In Kirinyaga county more schools were closed as the county came in terms with the increased number of unrests that had hit the region. Property worth millions of shillings was damaged as students set on fire stores, staffroom, classrooms over the displeasure of extension of third term (Munene & Wanyoro, 2012). 30 out of 119 schools in the county were affected by unrests which interfered with studies. The implementation of the use of students' council is being emphasized in Tharaka Nithi County as a discipline strategy.

The Education Act gives power to the Board of Governors to: make governing rules appertaining to the discipline of students and specify appropriate punishment other than corporal punishment, for falling out of, or non-adherence to, such rules and regulations. With this kind of provision, very many types of procedures of managing discipline in schools are reportedly being used. Whereas some methods have been proved to be operative in managing student discipline in some schools, in some, they have been a cause of indiscipline (Rono, 2016).

In spite of the policies and the various sessional papers that the Government has set up to ensure quality education, learning institutions in Kenya have been plagued with cases of students' unrest and indiscipline. Students' unrest and indiscipline undermine quality education thereby their academic performance. The government has responded to the unrest in schools in various ways.

Concerned stakeholders have aired their views regarding possible causes and also prescribed a number of solutions to the problem. The government has set up committees and commissions to investigate the causes of the problem of unrest in schools and various endorsements have been made. For example, the ministry of education report, (2012) on riots and indiscipline in secondary schools in Kenya noted that the problem had not been confined to public secondary schools, but that the public universities had also experienced their substantial portion of student unrest and indiscipline. Secondary schools in Kenya thus have different rules aimed at regulating students conduct and enhancing discipline.

The rules operate in different contexts but students are expected to adhere to them generally. There are academic as well as nonacademic rules. Academic rules include examination rules, time management as well as classroom rules. Non-academic rules refer to rules relating to hostel and good grooming. Since most students at secondary level lack self-motivation, it is the effectiveness of these rules that influence enhancement in discipline.

Incidences of indiscipline have negative effects on academic performance. Rarely will you hear of a school known for indiscipline mentioned among the top performing schools when results are released. On the other hand, schools which are known to perform excellently are equally known for being some of the most disciplined schools. The maintenance of discipline in a school depends on how effective the set rules and regulations governing are. Students should be aware of the consequences of breach of these rules and teachers should ensure that these are enforced to the letter (Mendez, 2013).

Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a fastidious up-front investment. If there is a doubt about expectations for behaviour in the classroom, students may develop their own category of behaviour. As a wise teacher once said, if you don't have a plan for your students, they will have a plan for you (Sithole, 2009). Between 2012 and 2013 alone, the secondary schools in Tharaka Nithi County have recorded over 30 incidences of unrest. For example, students in eight schools (8) out of twenty-eight (28) in Tharaka District protested at the DEOs office against the way they were being handled in their schools in 2013.

This led to suspension of 59 students, according to Tharaka Nithi County education office report, (2013). In those years the grades of KCSE dropped from C in 2012 to D+ in 2013. This is evidence of that the indiscipline affected performance. There is therefore need to alleviate this trend before it runs out of hand.

### **1.3 Statement of the Problem**

Education is critical to industrial, social, cultural, economic, political and technological development, with the history of developed nations bearing records of this; developing nations aspiring to realize the same status have to put a premium. Knowledge holds key to the attainment of the development, which include, food security, eradication of child mortality, and reduction of the spread of HIV and AIDS and environmental conservation among others. Scholars and researchers generally agree that the school variables, which include teachers, administration and resources, perform critical roles in educational achievement especially in students' performance in KCSE than other variables.

The commitment and determination of Kenya government to provide education as a means of developing human resource cannot be overlooked. Over the years, the government has made several policy pronouncements and institutional changes aimed at improving the quality of the graduates of education system. The aim of the government here is the improvement of the mean grade and the mean score of the summative results in KCSE. The schools have employed various strategies of dealing with indiscipline in schools. An example is evidence of lack of proper training for the guidance and counseling teachers, and the students' unwillingness to avail themselves for one-on-one guidance. All this affect academic performance.

Despite government effort and emphasis to have all schools embrace change and incorporate students in the management of schools, the fact is that not all the schools in Tharaka Nithi County are giving young people freedom of expression and appropriate participation in policy making as enshrined in the United Nations convention on the right of the child. This has resulted to too many ugly strikes in protest against autocratic rule in schools. The outcomes are deaths, destruction of resources and disruption of learning. The discipline strategy of students' suspension is time wasting not only to students but also principals and BOM. School rules as discipline management strategy may not be effective as rules are not displayed in some schools for students to read regularly, nor are the teachers keen to remind the students about them.

Between 2012 and 2013 alone, the secondary schools in Tharaka Nithi County have recorded over 30 incidences of unrest. For example, students in eight schools (8) out of twenty-eight (28) in Tharaka District protested at the DEOs office against the way they were being handled in their schools in 2013.



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Research done earlier has associated the students' low performance in KCSE with lack of facilities, teacher factor, home factor and social economic factor amongst other factors. Away from this, the study sought to assess the influence of teachers' discipline management strategies on students' performance in KCSE in public secondary schools in Tharaka Nithi County. After this the study sought solution to this problem in the County.

#### **1.4 Purpose of the Study**

The purpose of this study was to assess the influence of teachers' discipline management strategies administered by public secondary school teachers on Kenya Certificate of Secondary Education performance and in Tharaka Nithi County. The study then sought to provide solution to the discipline issues in the county.

#### **1.5 Objectives of the Study**

The objectives of the study were as follows;

- i. To assess the influence of guidance and counseling on students' performance in KCSE in public secondary schools in Tharaka Nithi County.
- ii. To ascertain the influence of students' council on students' performance in KCSE in public secondary schools in Tharaka Nithi County

- iii. To establish the influence of suspension of undisciplined students on students' performance in KCSE in public secondary schools in Tharaka Nithi County.
- iv. To examine the influence of school rules on students' performance in KCSE in public secondary schools in Tharaka Nithi County.

### **1.6 Hypotheses of the Study**

The study was guided by the following hypotheses:

H<sub>01</sub>: There is no statistically significant relationship between the use of guidance and counseling and students' performance in KCSE in public secondary schools in Tharaka Nithi County.

H<sub>02</sub>: There is no statistically significant relationship between the use students' council and students' performance in KCSE in Tharaka Nithi County.

H<sub>03</sub>: There is no statistically significant relationship between the use of suspension of indisciplined students and students' performance in KCSE in public secondary schools in Tharaka Nithi County.

H<sub>04</sub>: There is no statistically significant relationship between the use of school rules and students' performance in KCSE in public secondary schools in Tharaka Nithi County.

### **1.7 Significance of the Study**

The study findings are of benefit to different stakeholders like BOMs, principals, teachers and parents who would be sensitized about the information on most effective disciplinary methods that can be used on the students. A good example is guidance and counseling where every unit increase increases the students' performance in KCSE. The study results and its recommendations are also useful to

policy makers at the national level to develop an approach on utilization of alternative disciplinary strategies. For example, suspension of errant students makes them lose a lot of the study time which translates to poor performance. The policy makers can therefore make policies on the recovery of the time lost during suspension. The study results will supplement existing knowledge on the impact of alternative disciplinary strategies on students' performance during KCSE. The need to replace suspension of the errant students with a more working strategy should be considered since it affects the students' performance negatively. This study also serves as a basis from which other researchers can carry out further studies on the identified gaps.

### **1.8 Limitations of the Study**

According to Laberee (2009), study limitations are feature some in the design or methodology that influence one's approximation of the research findings.

The following were the limitations of the study:

- i. Since the study involved all the teachers in the school it was difficult to establish whether the newly employed teachers had knowledge of the discipline methods used in managing discipline in the school. To overcome this limitation, teachers were picked randomly from the discipline and Guidance and counseling departments.
- ii. The number of students who sat for KCSE in years 2015 to 2017 was not the same in Tharaka Nithi County. The proportionality of the students KCSE grades cannot therefore be monitored effectively. To overcome the limitation, samples were selected from all categories of schools, and KCSE results were taken from the same schools sampled for questionnaires and interviews.

- iii. There were other factors that influenced the performance of students' during KCSE examination apart from the teacher's discipline management strategies. To overcome the limitation half of the principals were selected purposively from the schools which had indiscipline incidences within five years.

### **1.9 Delimitations of the Study**

Study delimitations limit the study to a particular geographic location, age, sex, sample characteristics, sample size or comparable conditions. Delimitation enhances the feasibility of a study. Additionally, it helps in establishing the study restrictions that are beyond the researcher's control (<http://thesisnotes.com/thesis-wr>, 2009). In this study, three delimitations were considered. The study was limited to four sub-counties and 104 public schools in Tharaka Nithi County. The respondents were the school teachers and principals in the sampled schools. The study aimed at assessing how teachers' discipline management strategies such as counseling, deployment of students' council, suspension of undisciplined students, and the use of school rules influenced students' performance at KCSE examinations in public secondary schools and within Tharaka Nithi County. All the public secondary schools are expected to use the disciplinary strategies in question as directed by the ministry of education as may be opposite in some private schools.

### **1.10 Assumptions of the Study**

The following assumptions underpinned this study:

- i. That all the teachers in the school knew about discipline management strategies and how they were used to manage discipline in the school. This included the newly employed teachers.
- ii. That all secondary schools subjected all students to discipline management

strategies before they did KCSE.

- iii. That all schools had details of students suspended and were willing to avail the same for this research.

## 1.11 OPERATIONAL DEFINITION OF TERMS

**Discipline** refers to the expected behaviour of students when they are in school

**Grade** refers to the classification of students according to their performance in KCSE

**Guidance and Counseling** refers to the strategy in school setup for modification of learners' behaviour

**High Grade** refers to A grade of C+ and above that allows a student to get direct admission to the university.

**Low Grade** refers to A grade of C and below that does not allow a student to get direct admission to the university.

**Students Performance** refers to A grade obtained at K.C.S.E level

**Students' Council** refers to A body in schools consisting of students as elected leaders

**Suspension** refers to separating the errant students from others for sometimes to allow them time to change to acceptable behaviour

**Teachers' Discipline Management** refers to the teachers' efforts to use discipline management strategies in controlling discipline in schools

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter contains a review of related literature. It is divided into various sub-headings namely; Guidance and Counseling and Students' Performance, Students' Council and Students' Performance, Suspension, School rules and Students' Performance, Summary of reviewed literature, Theoretical Framework and Conceptual Framework.

#### **2.2 Guidance and Counseling and KCSE Performance**

The Guidance and Counseling trend started from America near the start of the twentieth century as a reaction to changes quickened by industrialization. In Kenya it was officially pronounced in 1967 by the Ministry of Education (Nasibi, 2013). Guidance and Counseling has been of great interest to diverse educational commissions. In 1976 for example, the Gachathi Report recommended that the Kenyan Ministry of Education should increase the education services to include guidance and counseling services. Recently, the Association of University and College Counselor conducted a survey. The survey findings discovered that all Kenyan Public Universities at least offer counseling services in every campus (AUCC 2012).

The counseling program provides services that differ. This could be ranging from brief drop-in sessions to long-term therapeutically assistance. According to Ponfua (2015), it is felt that complete absence of beneficial guidance and counseling programs has fuelled an increase in indisciplined cases, and insubordination and

among the youth who had been admitted in Kenyan public universities. Many concerns have been brought forth over the rising cases of drug abuse, immorality, examination cheating, early pregnancies among others. The public secondary schools also have not been left out when it comes to the above mentioned issues. This study further evaluates the institution and functioning of guidance and counseling units in public schools and their place in ensuring that discipline is enhanced.

Two people have emphasized the bottom-line of the significance of guidance and counseling in schools. Beale (2014) and Schmidt (2013), have demonstrated the impacts of comprehensive developmental guidance programs in secondary schools. There is some prove to show that guidance and counseling services help improve secondary school attendance, student's behavior, and their educational-related outcomes. In addition, it helps in building positive self- esteem in students as well as positive disposition towards school.

Laapan, Gysbers and Sun (2014) conducted a survey on secondary school learners from a particular state. During the study review, some results were found in schools that offered inclusive guidance and counseling services. The first outcome revealed that the students' academic grades were high, students also strongly acknowledged that schools were preparing them for the future, students again commended their schools for providing information about post-secondary academic-related opportunities and that the school environment was the best for them since admission.

Lapan, Gysbers and Petroski (2011), reassessed the effect of guidance and counseling schedules on several aspects of a students. They examined the seventh grade students and it was found that there existed a relationship between instrument of guidance and counseling services and students' attitude on school security and achievement,



students' perception on academic fulfillment, perception about student-teacher relationship and perception towards the importance and relevance of education to their future life.

In this study “Do school counseling intervening in elementary schools with comprehensive development guidance programs foster higher academic achievement test score in students?”, Sink and Stroh (2009) discovered that early elementary students who attended the same school for three or more years where inclusive counseling programs were offered, had a good academic performance. These finding indicate that motivating students and, enhancing their confidence levels to participate in activities in life enhanced their social and personal satisfaction. It was also found that students in all levels of schools and classrooms could benefit from the academic counseling. Academic counseling made all the students come into awareness of their capabilities and desire to achieve more.

In the same way, the counseling programs assist in convincing average students that they can improve their academic performance. Further, it is through the academic counseling that children living with physical challenges are made to realize their potential and lead a more fulfilling life. Taylor and Buku (2016) in addition included vocational counseling to the career counseling discipline. According to them, vocational/career counseling assisted the youth have a more explicit realization of their talents, interests, acquirements, dispositions, and circumstances that are requirements in the career industry.

Horgan (2013) indicates that in spite of the evidently heightening relational frustrations among secondary school students, school counselors in a great way

influence the enabling of interpersonal social values among students. These values include showing reciprocal respect to all individuals and bearing other students' conduct during conflicts. Moreover, Theodore (2012) argues that school counselors should implement individual and group counseling programs when ingraining social values such as love, acceptance, integrity and humility to secondary school students. Stewart (2013) noted that school counselors also instill particular social values that help students form acceptable relationships with their colleagues and other people in the schools such as responsibility, integrity, courtesy, trustworthiness, humility, perseverance and solidarity when practicing team work.

The Kenya Institute of Education (KIE) (2013) urges the school counselors to instill knowledge and social skills in children so that they can perfectly solve interpersonal conflicts. According to Waiten (2017), effusive modification is the most important experience in teenagers that affect the changes in their behavior. Macharia (2017) has recognized school counselors as the key players in influencing how students handle two types of emotional reactions that ascertain their conduct. The students should be permitted to express their sentiments in manners that fall in line with the school rules (Hurlock, 2017). According to Loescher (2016), anger is characterized as irresistible emotion that is characterized by feelings of displeasure, antipathy, wrath, revenge and indignation.

These sentiments are a natural response to frustration and should be managed in a manner that leads to a just outcome for all the parties involved. Weiten (2017) states that life in school is full of issues that can be puzzling to students and are completely out of students' control. This is likely to be true with changes particular in educational policy and school management strategies among other many things.

Dondo (2014) argues that most secondary school students develop antagonism from time to time. The anger can be spread by poor performance, conflict involving the teachers, parents, support staff, fellow students and the prefects. Weiten (2017) adds that the teachers can find it perplexing to manage the range given the inability to manage some of the factors that make the students angry.

Hurlock (2007) argues that school counselors should help students to handle their anger so that they can adapt to fit in physical and social environments. According to Collins (2017), after students have learnt anger management skills, it is easy to tell when going through rough breach. Besides, anger management skills propel a change in school discipline and animate students to learn. In addition, Kabiru and Njenga (2009) observed that when students received the individual, group, or conflicts counseling and control their anger, this positively changed their health, differences, and happiness.

Gichaga (2016) advises on the anger management skills that academic counselors can instill to students. They include how to recognize the anger source and nature, how to express anger-related feelings productively, and how to be aware of anger. According to Collins (2017), counselors have skills to hold the attention of their clients, posting positive behavioral change. Therefore, it is predictable that school counselors have an important place in students' life as they help them control their anger, the most important, and complicated emotions in human beings (Dondo, 2014). Besides all this, fear is another factor that can cause anger. Fear is incited by fore-sensed danger, pain, shame, or even threat (Collins,2017). In his argument, Collins continues to say that fear among teenage students is fueled by un-attained needs like the lack of security, loss of a loved one or even something, feeling un-important, and lack of self-

fulfillment.

Kabiru and Njenga (2009) enunciate that fear is an ordinary emotion in teenagers who are of the age of school going. Fear is an unavoidable mental occurrence among teens. Horgan (2013) articulates that fear turns into the conspicuous emotional matter among students in secondary schools. Kaminer (2014) argues that most students in secondary schools' fear getting turned down, failing in their examinations, getting humiliated or embarrassed, and having responsibilities. Fear leads to reactions that are strong enough to influence an individual mentally and also physically (Minerth, 2014). Macharia (2017) contends that fear is quite often associated with future projections, for example, if a situation worsens.

As explained by Theodore (2012), fear causes anxiety among students, feeling of being exposed, confusion, and confusion. Fearful students are likely to develop withdrawal, show anger, be quick to avoid difficult tasks, incline to procrastination, and are negatively influenced by others (Hurlock, 2017). Gatua in (2011) asserts that an angry conduct or the behaviour of withdrawing from other people affects an individual's character and social relations, and mostly in secondary schools. Therefore, Guidance and counseling as unbendable strategy for managing discipline is vital in addressing fear to settle the students in the school environment for performance purposes.

At the beginning, corporal punishment was seen as the only way to deal with indiscipline. The ban of the same was praised by some while others were out openly against it. In support of this confusion, Osthuizen (2017:1) argues that the ban of corporal punishment created un-limited gap in how student misconduct was managed.

The abolition resulted in dependence in the use of punishments based on specific rules to make sure discipline is checked. Further analysis discloses the discontent and challenges that the school administrators and teachers encounter when managing discipline in schools without the use of corporal punishment. Mahlo, (2011) demonstrates that teachers are not knowledgeable of alternative discipline methods to offer as educators.

The management of students' behavior is one of the most controversy areas in schools ever since corporal punishment was abolished (Tiwane, 2010:1). Teachers usually get disheartened and demoralized by student's behavior taking into consideration that the student's academic performance and achievement is in their hands. Therefore, in order to maintain a lasting discipline in schools, teachers should device and implement non-forceful disciplinary strategies that are assertive and not confrontational ones. At the same time, teachers should make sure they spend more time in class teaching and counseling as they spend in responding to students' conflicts. Implementation of these strategies will help minimize classroom disruption, improve classroom environment, and teachers will not be fatigued. It is after teachers have understood student's behaviors and factors that prompt their misconduct.

The Republic of Kenya Gazette notice (2009) articulates that school principals are responsible for ensuring that Guidance and Counseling services are administered in schools. In each school, school principals should appoint a guidance and counseling committee and appoint the leader. However, according to the Presidential Committee on Students' Unrest and Indiscipline in Kenyan Secondary Schools (2011), most schools have not implemented this directive. The lack of or poor guidance and counseling services in most schools have been linked to school indiscipline, including

a culture of violence.

In 2011, the Ministry of Education Science and Technology (MOEST) developed alternatives forms of punishment apart from corporal punishment, following its ban, as an initiative to promote guidance and counseling. The ministry of education emboldens teachers to have a sense of love and concern while disciplining students without necessarily caning or hurting them. Also, it encouraged two main discipline methods as alternate to corporal punishment. Firstly, the start of programs to educate parents, teachers, pupils and the society on the peril of corporal punishment. Secondly, are the alternative strategies of discipline, such as guidance and counseling services in schools?

However, according to a particular study that was done by Kiprop (2014) on what challenges Kenyan schools meet after corporal punishments were abolished, it was realized that teachers and principals had many challenges. Kiprop (2014) remarked that many did not have skills for guidance and counseling sequense. Therefore, the teachers believed that the guidance and counseling program which was started by the Ministry did not deliberate that most schools had untrained teachers and the teachers lacked some essential resources such as books and offices that would make the program successful. Onyando (2018) takes note that most parents send students to school and leave discipline to the principal and the teachers. They would want their children to have discipline but are not willing to participate in instilling the discipline. Therefore, schools must prepare the students with problem-solving skills; in order not affect their academic performance.

Ngare (2018) refers to the expression of the parents having stated, “We are raising the

red flag. Things are not right in our schools. There is no point of producing a bright but morally corrupt and indiscipline youth.” MOEST (2012) also found out that the strategy of using guidance and counselling to discipline students was not extensive. The fact that it did not yield immediate outcomes and its influence of time was the reason most teachers were not willing to offer the guidance and counseling skills to the candidates. Gori (2014) says that life skills significantly improve self-confidence and therefore betters the performance of learners.

Different students have received guidance and counseling with different perceptions, with some seeing it as a point of weakness while some benefit from both the routine and individual counseling. Past studies show that abuse of drugs and lack of discipline are the primary causes of student unrests in schools but the recent studies show that the primary causes were lack of resources and communication between students and teachers. Mariene (2012) stated that other elements of riots were lack of guidance and counseling services, cut off of students and parents in the school management, leadership issues and curriculum and examination problems.

Whiston, Brecheisen, and Stephens (2013) contend that making career changes without involving school counselors is less fruitful than groups, workshops, or classes that counselors coordinate. Presently, most schools in Kenya are preoccupied with efforts of attaining good mean scores, and less focus is on what career alternatives the students can pursue after good performance. The World Bank (2011) has reported that children have so many talents. However, most of these talents remain unutilized because most secondary schools have emphasized on improving academic performance and less on students’ desires.

The concession opinion for this study is that educators comprehend and apply the Choice Theory. According to Fredricks (2012), Choice Theory involves making students conscious of their responsibility to make their own decisions concerning their academics and classroom behavior. It is through understanding the students' behavior that teachers can strategize and implement effective disciplinary methods. So far, there is much information concerning guidance and counseling as a disciplinary means. However, scholars have not yet explored the effects of guidance and counseling as teachers' discipline management strategy on KCSE performance.

### **2.3 Students Council and KCSE Performance**

The student council is a representative structure found in secondary schools that involves students in managing school affairs. The body partners with the school management, staff, and parents to discuss and seek solution to students' issues, all for the benefit of the school and the students. In Ireland, most schools have student councils. The council comprises of classroom prefects, captains, and councilors. The school management elected prefects based on their academic performance and whether they comply to the school philosophy.

Section 27 of the Education Act in Kenya (1998) describes four functions of the Boards of governance. First, it should institute and support procedures for instructing students about the school activities. Secondly, the Board of Management in secondary schools is expected to help the students in setting up the Students' Council and also supervise the functions of the council. It should also come up with guidelines to be followed when rolling the body of the Students' Council and when unrolling it. Lastly, the board should be involved in setting the rules that guide the meetings of the



Students' Council and how they manage their affairs. These functions must be within the guidelines issued by the Ministry of education.

Several scholars have highlighted the reasons for supporting student councils. Their arguments are derived from the fact that society has changed its disposition towards children and the youth, and the increasing need to motivate youth involvement (Duan & Zhou, 2010). Existing experiential evidence portray various positive effects of student' councils such as aiding in school management, enhancing teacher-student relationships, lowering of indiscipline cases, students' unrests, and improving students' academic and co-curricular outcome (UNICEF/KSSHA, 2013).

The Board of Management can aid in instituting a Student' Council by playing the following functions. First, they could summarize the functions of the Student' Councils in secondary schools. Secondly, they can appropriate a space where students can gather to organize activities embarked on during the Council members' choice. Lastly, they may grant the time to carry out the elections. This time could be during break time or class time as long as there are no disruptions in classroom work. The teachers or parents must supervise the election procedures.

The Board of Management is expected to ensure that the students' council is supported. The expected support can be in the form of a teacher or parent allotment who will communicate with the Council from time to time. Secondly, it may assist the Council to compose a constitution and plan its functions. Secondary school students come from different socio-economic backgrounds. Therefore, school rules and regulations are crucial to the acquisition of order and discipline in the council. This motivation will help promote the creation of a conducive learning environment.

According to a number of scholars, student' council can participate in disciplinary matters, though this obligation comes with some formal warning. Magadla (2017) quotes that the extent to which students can be involved in making decisions in schools is contestable with dissimilar perspectives as a result of the different cultural and economic background and world perception of the stakeholders. There are primarily three different views that control the extent to which students can get engaged in decision making. First and foremost, parents and teachers should advice and instruct the students who must remain submissive at all times. Secondly, the students can only get engaged to a particular level. Huddleston (2017) in support of this point declares that teachers and secondary school leaders have a way of tapering the distinctive issues which affect the students. The student's decision making is mostly reserved to aspect-orientation which the stakeholders have no direct control with such as the toilets, lockers and play grounds.

Various laws in the Kenyan Education System inform the educational institutions in their management and administration. Ministry of Education (2012) report showed that in the presence of policies, cases of riots in Kenyan secondary schools have increased causing the interest to change. MOE (2002) found that most of the conflicts which included violence and destruction of property mostly occurred in all educational institutions except the primary schools.

The number of conflicts between 1980 and 2008 increased from 22 (0.9%) to 300 (7.5%) according to MOE (2012). Due to many afflictions in secondary schools, the magnitude of conflict between students and teachers has raised leading to the introduction of student councils with the responsibility to address this issue. Whereas the student council may not be involved in matters like assessment of student's

performance, administering of examinations, teacher appointment and other confidential issues, they can be engaged in all other academic and administration matters. Student council is mostly restricted to making decisions about limited areas of school life despite this point supporting their engagement in decision making.

Huddleston (2017) argues that restricting the engagement of students in decision making not only gives them the feeling that the school's engagement is not rational but also bars them from learning by experience. Authority over the students is what controls the administration rather than their participation. The school administration only think that the students consider only things that they have direct and frequent interaction with and that they have no authority to decide for themselves on matters they want or do not want to be engaged in. This has led to school administration suggesting that students should be engaged in making decisions on almost all issues of school life and also extend to the environment outside of the school. Fielding & Rudduck (2012) declares that enough engagement can go beyond student's decisions on their day to day lives that bring about safety or having no forceful impact on adult's tasks in the school.

It is the age and experience of students that make them to be only involved in making decisions on some aspects of school life and not others. The third perspective (Magadla, 2017) which is supported by (Njozela, 2009) discloses that school principals and other key players should not undermine the students more so if they are presented with an opportunity to improve their skills and maturity. Huddleston (2007) also supports Njozela's sentiments by adding that students should be allowed to participate in major issues like school's environment and atmosphere including teaching, learning, rules, the motivation of students and planning to comfortably adapt

to schools' situation.

In reply to the increased incidences of student riots in secondary schools, concerns to enlarge the students' engagement in decision making has waxed over the last few years (Kamuhanda, 2006; Ogot, 2003; Buhere, 2008; Kindiki, 2009). Qualifiers of this idea have given reasons for their support by arguing that students are influenced by the decisions absolutely and if the decisions are followed strictly, the results would be rewarding (Sushila & Bakhda, 2016). Due to this reason, the students would be expected to fully accept the decisions they made and the habit of rejecting them would not be repeated since they were involved in making them.

The Ministry of Education has made various efforts to come up with ways to engage the students in decision making. One of those ways was the inception of Kenya Secondary School Student' Council (KSSSC) formed in 2009 with the aim of engaging students in decision making and having their views included in the school management (KSSSC, 2009).

There are different degrees of student engagement in depending on ideological lenses as determined by Vibert and Shields (2003). They declare that the first is a techno-rational lens, second is an interpretive/student-centered lens and the third is critical/transformational lens. The ideological lens presents about various educational and political results. Vibert and Shields (2003) quote that, "I perceive of student involvement through the critical/transformational lens; therefore, I see student leadership as instrument of providing options for a just and impartial education system." Their identification is supported by McMahon and Portelli's (2014) in their exposition of three common approaches of student involvement: the conservative or

traditional conception, liberal or student-oriented conception and the critical democratic conception of engagement.

Student involvement in a successive ranks and limited way is epitomized in the reactionary or traditional conception. Engagement as described is realized when teachers and students interact in a common space for democratic restoration purposes in which individual change occurs (McMahon & Portelli, 2014). It also distinguishes the students and educators' capacity to rebuild again the educational environment and also grasp in high level the subservient engagement of students. Operative teaching and learning can only take place when a concrete and respectful conformity is a reality between students and teachers.

School environments and academic improvement could be attributed to student opinion in partnership with the school organizational management (Mitra, (2017). According to Mitra, (2017) some opportunities of organized engagement, jects which had "partner teachers and students" led to greater students' involvement, students' voice jects enabled young people to present their opinions on school issues with the departments and administrators. Leaders who are elected in a democratic way ensure the management has motivating results and lead using established structures.

Democracy is present when the power delegated to every individual in an organization to vote on matters that affect them and be settled with equity and the respective organizations stand by the rule that before the regulations, all people are equal (Mabovula, 2009). Individuals being esteemed fairly, having equal chances, and not being prejudiced against because of their race, gender, religion or ethnic group is what determine equality. In many events, democracy is perceived as a way of political

organization and government preparations that is taken as a way of life. Ruto and Njoroge, (2011) assert that democracy is seldom concomitant with educational organizations and it's mostly associated with political reorganizations.

Democracy, in secondary schools, is mainly used by educational administrators but seldomly in general remarks. It hints that students in schools should be able to select both at individual level and as a society within the principles presented by the school stakeholders who may include teachers, students, and delegates of the community who's the interests the school serves (Mabovula, 2009). Despite the fact that there are many existing rules and policies that have been put in place regarding the rights holding position of the students, and their engagement in managing the school, there is still insufficient evidence to show how it has changed the school stakeholders' opinions in Kenya.

Therefore, for democracy education to take effects, official instructions should be connected with democratic designs and options for active involvement in decision making. It engages the change from autocratic to democratic association between students and teachers whereby students who were at first passive will become active and take part in their education and take over the duty of decision making with other stakeholders in the school. Starrat (2014) supports this perception by saying that students when involved in decision making in democratic governance design that manage public educational institutions for the citizens, by the citizens and with the citizens of democracy, then its fruition is increased. Therefore, for the young people in society to be able to participate fully in the society's way of life, the school administration must nourish and support a productive educational environment.

African countries such as Nigeria and South Africa have maintained the opinion of democracy in school management (Fagbongbe, 2012). Between the late 1970s to early 1980s in Nigeria, there arose waxed cases of infractions in secondary and post-secondary institutions. This led the school administrators and students to have discourse and resinous engagement in running of the school. It is also indicated that secondary schools should allow student involvement in decision making and rules have been set which postulate that all public schools must democratically appoint school managing bodies which include teachers, non-teaching staff, parents and learners (Republic of South Africa, 2011).

Students' leadership in Kenya is comprised of prefects who are chosen by the teachers with the without involvement of the students. The principal, deputy principal and the teachers greatly influence in the procedure of selection of the students' councils. The involvement of the principal, deputy principal and teachers has been the source of infractions in secondary schools whereby students feel that the management does not consider their welfare as presented during the appointing procedure (Oyaro, 2015). Sifuna in (2010) observed that despite the fact that democracy was introduced through the multi-party politics in the 1900s, it has become an elusive practice. In Kenya, democracy has been wanting because schools do not repetition it yet they are given the opportunity to prepare the students into well civilized and ripe member of the society, who are democrat citizens (Ezewu, 2015 & Chege, 2016). This is because the argument on democracy debate tends to emphasis the need to promote democratic organizations according law as a requirement for democracy.

On the other hand, it removes emphasizes on the need to change Kenyan society by entrenching the socio forces and disassembling undemocratic organizations such as

schools (Kanyinga, 2016). This hints that the rationale why democracy has been unable to grow in the Kenyan society is that it is never repartitioned in schools. Again, according to Ezewu (2015) and Chege (2016), it is the cooperate responsibility of educational organizations to guarantee that students develop to become civilized, mature, and noteful members of the society, and who exhibit democracy. The schools are therefore a reflection of the existent inclination of no trust in management and indefinite support to democracy. In most Kenyan schools, students have no opportunity to organize or utter their opinions (Rajani, 2013). It is only a few universities, colleges, polytechnics and a handful representative schools such as Starehe Boys Centre that have authentic students' structures that can be used as a stage for representing students and engaging them in decision- making.

The election of prefects and class monitors in school does not encourage true democracy as they are appointed by the teachers and their chief duty is to "keep order". The activity of keeping order involves distributing out punishments for other fellow students. As a result of this, students with persistent issues and those who can deliver positive critique are left with no opportunity to communicate their concerns. Even if the students' council recognizes about the student's ideas, they are treated with sternness and the students' council does not deliberate upon them. The repeated student infractions in Kenyan secondary schools are in many occurrences a reflection of student demand to take part in making decisions (Obondoh, 2016).

Students' likelihood to negatively react to decisions made by the school authority show that the ordinary students are not engaged in decision making, thus provoking the students' riots in schools. This state has made students believe that for them to be heard they only have to use vigorous actions and not through dialogue (Kiprop, 2017).



This method of students having delegates in student's council whom they appoint through a set procedure is the only existing organization but it has not been put into practice in all Kenyan schools: though it has positive results in areas where it is practiced. Just as recorded in the Convention on the Rights of the Child, according to the Human Rights Watch (2005), the reason for educating children is to create honor for human rights and primary freedoms and equip them for answerable life in a free society and in the spirit of reconciliation, peace and tolerance.

The human rights movement is engaged in teaching children about their rights because many of them don't know about them. Eshiwani (2011) states that some of these rights as follows: the right to learn in an environment that is well structured, safe, peaceful, and conducive, the right to have a teacher who is caring and informs effectively and who manages students' unsuitable behavior and lastly the finally right to make a choice on how to behave with full understanding of the consequences that follow their choices. The need to have a students' council in secondary schools should not lead to schools' substitute already existent routine with a new repetition.

Children have several basic rights. Regrettably, the students do not get to benefit from these rights as the school refused to grant students a chance to practice them. The refusal has called for human rights movements to be involved in Kenyan schools in creating awareness among children about their rights. Also, several parliamentary acts have been passed to ensure children rights have been enforced in order to defend their rights (Eshiwani, 2011). The students' council's incapability to deliberate upon the rights of children is a major short coming in Kenyan secondary schools as they practice discipline management. For schools that do not have students' Councils, they have a defined class captain, prefect and a mentoring procedure. Therefore, schools

with organized discipline management strategies do not have to replace their customary routine with an entirely new structure.

In some schools, students are involved in the school management including running the school roles. For instance, in some schools, students can be involved in running the school shop or library and helping to keep order in corridors between classes and during breaks. However, these preparations have not been included in the students' council structure as the functions do not align with the duties of students' councils. Although these arrangements do not apply as individual structures, the school administration should choose which part of these practices can be implemented with the students' council and which ones may continue to complement or substitute each other.

The students' council should to perform its obligations in association with the board of management, parents and teachers (Education Act in Kenya, 2009). It is also expected not to disturb the activities of the school administration. In addition, the Students' council should not be engaged in the matters relating deployment of the principal, teachers and other staff of the school as well as issues that need to be dealt with by professionally qualified personnel.

O'Gorman in (2014) declared that the prefect system and the students' council differ because in the latter, students appoint the members and their intention is to represent their views to the school's management. He further says that the students' council is not a union that should evenly confront the school administration and so they must aspire to assist the school management in accomplishing the school mission statement. The student's council should not control only a part of the school, express

dissatisfaction about teachers, change everything and again it is not a group that holds power over the other students (Dowling, 2013). The Board of Management may assign a teacher or a parent to consult with the council as well as council them in coming up with a configuration and also help them in organize activities.

Many countries in Europe for example Ireland, Belgium and Finland have put in place very helpful students' council systems which are managed into bigger regional or national students' councilor also known as youth organizations. Their success is contributed by how much willing are the school principals and how ready they are to listen to the students concerns. Several students' councils in Europe have included staff and parents while a few of them have allowed students on school boards of management. On the other hand, in the United Kingdom, teachers are prohibited from being members of students' council as these organizations are deemed to possess much authority.

In other European countries like Ireland, the students' councils are involved in a lot of work including making others aware of the rights of the young people and changing the society's disposition towards how they see youths and children. Youths are also motivated to take part in democracy by voting and also being an effective delegate to fellow students. The main intention is to make them honor the authority and assent the roles that parents designate to them (Kindiki, 2009).

Inclusion of students in students' council has seen a great effect in the students' behaviours and school's day to day running in general. The inclusion of the students' council in running the school creates a feeling of partnership to the school among other children. The students' council is engaged in the curriculum development, codes

of conduct among students and exam policy leading to high academic performance among the students. Moreover, students' self-esteem has improved through accountability and involvement in making decisions. They have encouraged discipline among students and more so behavioral problems among students have drastically reduced. Again, the association between students and staff has much improved. It is worth noting that, it is through the students' council that students have been granted a chance to partner with teachers, parents and school managers in administering the school. Horton in (2016) also asserts that in Belgium, the students' council was responsible in making math's curriculum easier in secondary schools.

A third of the students in upper secondary schools in Finland, are supposed to be members of the students' council and they properly participate in the production of the registration of examination. In some other countries, students have also been involved in the education system. The National Association of Students' Council (NASC) in the United States which works under the National Association of Secondary School Principals (NASSP) since 1931 has continued to support the students' council.

Many high schools in the USA have students' council and the NASC continually supports the state of association of students' council in the fifty states and organizes a conference every year. The duty of some students' council includes holding dances, rallies and assemblies and others broader activities which include the school policy issues, but not curriculum and hiring and teachers' evaluation. According to NASC one limiting factor that the students' councils face is the disposition from the staff.

Most high schools in Australia have the students Council (SRC) which together with

the Department of Education represents the views and concerns of students in New South Wales government. In 1985, the Canada Association of Students Activity Advisors (CASAA) was incepted and up to now, it has student's bodies from fifteen Canadian high schools. The basic role of CASAA is to encourage and develops students' leadership across Canadian high schools. In 2010, the first International Students Representative Conference (ISRC) conjoining with the first SRC adults' advisors conference took place in Australia. It received much help from many students' organizations such as NASC in USA, CASAA in Canada and Professional Association of Students Representative Council Advisors (PASTA) from Australia (Walsh, 2009). Students' honor for authority and accenting to the duties assigned to them by their parents was their primary attention (Devine, 2009).

Through activities of ISRC and SRC such as supporting youths to take part in voting in voting processes and informing them about democracy and how to stand in for other students, the youths have been encouraged to take part in democracy and responsively play their roles as citizens in future. Besides, the students have become encouraged to join students' representative bodies and to be involved in decision making. According to Musitwa (2003), the magnitude to which students take part in decision making should be informed by the following factors: First, students are to get instructions from the teachers and parents and are supposed to follow them to the latter. It means that the grownups should design policies and set principles, then the students 'councils should follow to them. Secondly, students' councils are to be included in decision-making only to a certain extent.

After witnessing an increase in the incidences of student's riots in secondary schools in Kenya, the ministry of education found it worthy that students should be engaged

in decision making. The main factor for this is that many of the decisions made by the school administrative officials had a great influence on the students taking into consideration that they were the ones who received the final decision (Sushila et al, 2016). Therefore, the ministry of education had to put up measures that ensured students were involved in decision making. This resulted to the inception of the Kenya Secondary School Students' Council (KSSSC) in 2009.

KSSSC makes sure that the management of secondary schools in Kenya is a participant. Students are therefore part of the decision-making so that the school management can listen to their opinions. According to KSSSC, the school principal remains the president of discipline in the school. It also implies that any decision made by the school principal affects students' councilors as well as the other students. According to Otieno (2001), discipline in school would greatly be characterized by the relationship between the school governance and students' council.

Developing diplomacy and accountability among students, preparing students to effectively take part in society service and line them to appropriately get involved in tackling emerging social, economic, and cultural matters that strongly effect students and society at large are some of the activities the students' councils will be able to do better when the students are disciplined (ROK, 2012).

Student' motivation is elevated when they are engaged in decision-making. In accordance with the principal of Kamama Secondary School in Eastern Province when in an interview with the Standard Newspaper of 7<sup>th</sup> June 2009, he said that "For students in a school to be disciplined, students, teachers and parents should be included in decision-making". He also added that in his school, students are often

included in making decisions. He gives an example of when the school wanted to buy a school bus and the students were consulted. The students were unanimous that the idea was good and so the school was given a go ahead to purchase the bus. He further explained that by including students in decision-making processes, they usually felt accountable. However, he noted that although students were involved in decision-making processes they should be excluded in administrative tasks. This is to shield the power of the teacher such as interviewing and disciplining the staff and duties that the principal has done for a long time.

Students' councils should practice a fair and just leadership in the area of discipline management in schools. For secondary schools to have an excellent outcome in KCSE, they should have a positive disposition, engage all stakeholders, have withstanding leadership, cultivate a tradition of hard work, teamwork, trust, loyalty and create a healthy environment that is secure and clean (MOE, 2012). To achieve this, the school must involve the students' council to create a conducive environment for learning and use each student's gifts and abilities. The school is responsible for planning and supporting school discipline by ensuring that the school's rules and policies are followed. Most schools which have functional students' councils have said that they have experienced a drop in indiscipline cases, peaceful interactions, and better performance in academics and co-curricular activities (UNICEF/KSSHA, 2013).

Students' councils have played an important role in the administration of schools (Fullan, 2012). For example, in the U.S, they have been engaging students to study matters of democracy, leadership and the gist of taking part in community-building activities. They motivate students to give money for encouraging community

endeavor and school activities. Community activities include assisting the needy, environmental cleaning through the National Association of student councils such as the California Association, Texas Association, Oregon Association, Pennsylvania Association, Minnesota Association, and Northeast District, Illinois Association, Biddeford high school Association, New Mexico Association, North Carolina Association, Michigan Association and Honor Societies. Up to today, some of the world famous leaders who were involved in students' councils include; Hillary Clinton (Maine East High School), Steve Culbertson – President (Amherst Regional high school), Barbara Franklin - President (Hopfield High school), Kathleen Taylor – President (Monsignor Paul Dwyer and Catholic High school) Fullan, (2012).

The act of furnishing the students' council with leadership skills helps progress their leadership potentials (MOE, 2009). Moreover, it fortifies the council in that the council becomes joined into a single entity and work as a team. Lastly, it also empowers democratic matters amidst the students and ensures that they voice other students' views, intervene and mediate the students to the managers, and plead for issues that contribute to a favorable learning environment.

Students' councils advocate for the school's efficient management because they aid in the administration by participating as they have apprehension of ownership. They support high academic performance, and they encourage learning to take place as they are engaged in curriculum development, maintaining discipline, and trailing the exam policies. The integration of students into the school's management lifts the students' self-esteem as they are designated school responsibilities, take part in decision-making, and are trustworthy amidst the teachers. Beyond all, it supports school discipline, inclusion, and reduces behaviour problems amongst students. Students



create a tradition of discipline and rules that are against bullying. They help develop the relationship between the students and the school staff. They also, allow students to partner with their teachers, parents, and school managers in running the school.

Students' leadership in secondary schools is important (Zimba, 2011). The main issue is that students in secondary schools are teenagers. This makes it necessary for the teachers to understand the behaviour patterns expected of this adolescent stage. This stage is associated with many physical, social, and intellectual changes (Whitehead, 2009).

Therefore, students' leadership in secondary schools is practiced in several capacities and, thus, is an important part of the management. One of the tasks done by the students' leadership is to settle misunderstandings among students (Whitehead, 2009). Secondly, it acts as a media link from which students voice their concerns to the school management. Then lastly, students' councils are the role models to other students. Student's councils are found in most secondary schools across many countries in the world. The conflict between the students and the school administration results to student's infractions and strikes. The strikes and unrests magnanimously disclose the level of indiscipline in schools. Students' unrest, and especially in secondary schools is a common phenomenon in most countries across the globe. Unlike college students, the U.S state law does not allow high school students to demonstrate within the school premises (Holland & Andre, 2009).

The National Youth Council of Ireland (2010) conducted a research on all secondary schools in Ireland to ascertain students' attitude on the students' councils. School principals from 300 out of 752 sampled schools took part in the survey. They found

that 60% of all-girls schools were more than willing to establish students' councils, compared to 40% of all-boys schools. These findings significantly vary from those of another survey that was conducted by the Department of Education and Science in Ireland in 2010. According to this particular study, it was found that most boys' secondary schools had student councils than the girls' schools. Out of these schools, in 79% of the schools, it was the school principals who instituted the councils. Only 8% of the schools had the students who took the initiative without the teachers' intervention.

On the assessment of the students' perception on how effective the students' councils were, in schools that had a students' council, 25% of the students said that the council was very useful, 44% said that it was somewhat useful while 31% thought that it was not useful. In the schools that did not have a council, (61%) of the students desired to have a students' council, (30%) had mixed responses on whether to set up a council or not while (9%) of the students did not want it at all. The summary of these findings indicate that majority of the students (61%) had a positive perception towards students' councils.

A similar study was performed by McLoughlin (2014) on 129 female students who participated. The study findings indicated that first-year students found students' councils to be more effective than fifth-year students. To support this finding, (75.6%) of the first-year students and (51%) of the students in the fifth year agreed that students' councils were significant to the school. About whether the councils benefited the students, (65.4%) of the first-year students and (53.1%) of students in the fifth year said that students benefited from it. In general, (57.6%) of the first-year students had a positive attitude towards students' councils while only (34.6%) of fifth-

year students wore positive attitude. In addition, the study found that senior students were not satisfied with the limited power given to the council. They perceived that teachers were taking no notice to their opinions and that the school made decisions without consulting the students.

The students therefore wanted to get engaged in the administration of the school. Particularly, first year students wanted the council to plan school trips for them and set up some days when they should not wear school attire. Fifth-year students, on the other hand, wanted to be involved in school's Board of Management. In general, the students wanted more say in the students' council and to be updated on school affairs. Basing our argument on these findings, it is certain that students would like to get involved in making essential decisions and also in managing the schools.

On the training of the students' council, Fiddymment (2014) conducted a study to ascertain how the students' council, supported discipline in public secondary schools within Osun state in Nigeria. Research involved 500 students as respondents. The researcher collected data from ten public secondary schools in the state. The study concluded that public secondary schools should make arrangements for leadership courses and seminars to support school discipline effectively. Vundi, Majanga, and Odollo (2014) moreover researched on the impact of training student's councils' leaders (SCLs) on conflict management in Kenyan secondary schools. The researchers found that their skills in resolving conflicts had improved after they were trained on how to management conflicts.

The Children's Research Centre in Trinity College together with the National Children's Office, Ireland (2015) carried out a research with the aim of finding the

issues that affected the councils' in performing their tasks. They looked at the size of the council and if the juniors were fully represented in the council as some of the areas of interest. In the study, the issue of the size of students participating in student's councils and more so in schools with large populations was raised.

It was observed that in small schools, each class could have a representative who participated in the council and still managed to have a small and manageable council. However, in schools with bigger students' population, it was necessary to determine how many representatives could take part in the council. It was also clear that large councils largely represented many students. However, the council with many members faced difficulties in their leadership and communication. It was therefore, concluded that effective leadership from the student council was important to school's discipline.

In regards to O'Gorman (2013), students have negative opinions towards students' councils. The boys are not satisfied with the way the students' council perform their duties and the means in which they communicate to them. Boys had a more negative disposition towards the council than girls. Principals are therefore expected to review the duties and responsibilities of the students' councils in school in order to effectively support discipline (Nasibi, 2013). Many students' conflicts in Kenyan secondary schools are as a result of students' body's poor understanding of their roles, thus, leading to violence, hostility and even murder (MOEST, 2000/2001). Oyaro (2015), declares that students perceive prefects as betrayers and sell-outs and they end up disrespecting them. The negative perception has been caused by the way the prefects are elected, the good treatment prefects receive from the teachers and denied to other students, which include eating and sleeping in better rooms, being the first

students to be served food, and possessing powers to discipline, scare and report other students to the school authority; In some schools, students' councils are more powerful than the teachers themselves (Republic of Kenya, 2010).

According to Nasibi (2013), the students' negative attitude towards students' councils can be minimized if the school management does the following: letting the students to elect their council members as it would make the council to be more loyal to the students who elected them. Besides, this gives students a chance to decide on who should be their leader. Secondly, the administration should ensure that the students' council does not take over the duties that belong to the teachers; the administration should clearly outline the duties of the students' council and write them down. Thirdly, it should motivate students' council to offer peer guidance and counseling to other students instead of scolding them; students' council should respect other students so that the students can reciprocate the same respect. Furthermore, the students should perceive the students' council as a bridge between them and the school administration and thus, should owe their loyalty to them.

Effective discipline requires that the school principal, who is the head of discipline in the school, to define the role of the student council (Nasibi, 2013). The students' councils are pivotal in the administration of schools. The students' council should be elected democratically so as to guarantee the right class is elected for effective management. After being appointed, they should receive training to align them in their new responsibilities. They should also be motivated to handle issues with matureness and on their own. Kiprop (2010) declares that students' leadership is a primary tool for enabling dialogue between the students and the management whereby students can voice their grievances. It makes sure that the school administration

remains informed on issues affecting students. One particular school that has been able to confirm a system of reliance, freedom and maximum accountability that accord the students to question everything that does not appear right to them in their weekly baraza is Starehe Boys Centre School (Graffin, 2010).

At Starehe Boys Center, The House of Captains, the group of school captains, is essential in verifying and electing incoming captains. After authentication, the new captains become full members of the students' council. The Late Dr. Geoffrey Griffin, who is also the former director at the institution, on many events met with the cabinet from the students' body where he was able to learn the students' views and complaints. The school still enjoys great levels of discipline due to the system (Hongo and Mugambi, 2010). It is therefore imperative to state that if other secondary schools put in place this system of discipline management, they could improve the discipline of students in their schools.

The Kenya Secondary Schools Students' Council (KSSSC) was formed in 2009 by the Ministry of Education. The aim was to involve students in making decisions in secondary school management. Initially, the prefect system became so dictatorial and it was necessary for a democratic system to be put in place. It is due to this that the students' council system was introduced where students would elect their leaders and manage discipline in school. Lastly, the students' council replaced the prefect system. The council therefore, is crucially important in managing secondary school discipline. The students' council should therefore be oriented into their duties and be supported so as to carry out their duties with efficiency and handle issues in a more mature manner (Awan, 2011).

Although there have been attempts to ensure no interference on the teaching and learning process, there have been situations where prefects are assaulted by other students and where the prefects have assaulted the students thus, causing the problem of indiscipline is not to be solved merely by electing students' council (Harris & Bennet, 2012). However, despite the students' councils' deployment, discipline management in secondary schools is still a problem. There is not enough research to investigate the impact of students' councils on discipline in secondary schools. Therefore, in light of this, this study investigates whether the councils influence discipline management. The study's aim is to fill the theoretical gap in the practice of managing discipline. A number of researches have been conducted on students' council in secondary schools both locally and internationally but the literature did not discuss it as a teachers' discipline management strategy and its influence on performance of students in KCSE. This is the essence of this study.

#### **2.4 Suspension of Indisciplined Students and KCSE Performance**

Suspension of indisciplined students from schools means temporary exclusion of the student from school. This can also be used as a discipline management strategy in public secondary schools. Suspension as a discipline management strategy is very common in the United States because it takes less time to effect and school management view it as being very operative. In 1971, Ohio State passed a law that gave the school principals permission to suspend indisciplined students from school for ten days.

The school should notify the parents on the reason why their children are being suspended within 24 hours (Harris & Bennet, 2012). Students' involvement in

perilous behaviors in schools has for so long been a major problem given that it impacts the security of other students within the school environment. Often, the students who are at the adolescent stage, they attempt to explore themselves, they are likely to experiment with alcohol and other illicit drugs, or involve in violent activities and pre-mature sexual activities. The students' engagement in insecure behaviors will affect their academic performance, to some extent, as teen students spend better part of their day in school and associating with other students. Schools must therefore, find ways to deal with these behaviors which affect the security of the school (Wilson, Lipsey & Derzon, 2007). Programs such as ISS (In School Suspension) or OSS (Out School Suspension) are practiced in school to get rid of these insecure behaviors like violence with the hope of creating safe school environments.

In Kenya, the appointment of school principal by the Teachers Service Commission (TSC) is based on merit. One must go through an interview (Rarieya, 2007). It means that principals whether male or female must be qualified for leadership positions. They are therefore expected to effectively manage students' discipline in schools despite the fact that there are challenges involved in maintaining discipline. They have the responsibility to enforce school discipline policies which justifies the crucial role played by principals in management of school discipline.

According to Kiprop (2012), the role of the school principal is to support school discipline by setting the example for other teachers. He is responsible for boosting the students' and teachers' morale. However, Bosire, Sang, Kiumi and Mungai (2009), underline the need by school principals to promote democracy in school administration. This will improve the capacity of both teachers and parents in reinforcement of the behaviour of the students. This point of view is similar to that of



Sheldon and Epstein (2002) on including parents in reinforcing students' behaviour.

According to Epstein (2002), partnership between the school and the parents to shape students' behaviour has a powerful effect on students. Also, Bosire, Sang, Kiumi and Mungai (2009) in support this point of view argued that the support of school discipline should be a cooperate affair between the principal, teachers and the parents. Kiprop (2012) debate that for operative administration of school discipline, parents, teachers and the principal should be involved. The school principal is an important figure in the administration of school discipline. It is his or her duty to bring other stakeholders on-board for efficient discipline management. He should ensure that he is well-equipped with information on how to employ the alternative discipline management strategies.

Developmental theories have been used to find out why adolescents act the way they do and aid in finding what could be done to improve their growth and development. One particular developmental theory by Erik Eriksons' describes life stages starting from birth and across through to death. The identity development passage of life is associated with adolescence (Santrock, 2011). Erikson's theory emphasizes that during adolescence, young people are in the stage of identity versus role confusion. They are usually working towards determining their identity and developing it. Also, at this stage of life, they are working to determine where they fit, how they would like to be, and who they want to be. These factors are usually determined by examining the reactions of other people to one's behavior and actions. Eriksonian theorists also researched on how the aspect of crisis affected the identity development and how it's a part of it (Santrock, 2011).

Youths generally go through a crisis as they ascertain their identity. They tend to experiment with various forms of identity as they figure out what part of identity they can entrust to and what parts remain flexible. During adolescence, the experiences an individual goes through can condition him/her into adulthood and it becomes an element of formative period. It is crucial to create an understanding of the adolescence stage as teenagers spend most of their adolescence years in school. It is the school experiences the students have in school that shape to what they will become in future.

Intrinsic experiences of an individual influence their opinions and thus behaviour during the adolescence stage. The outcome of this is that body processes, like the developmental ability, thinking patterns and emotional patterns affect how they behave in the adolescence stage. Erikson's developmental theory discusses why it is necessary for adolescents to experiment with different behavior as they grow from adolescence to adulthood. According to Erickson, during the growth process, it is necessary for an individual to determine fitting and unfitting behaviours by making mistakes and observing the outcome of their actions. That is the time they will understand what is right and what is wrong. ISS/OSS (In school and out of school suspension) when applied properly can be a useful part of the growth process if it is used as a form of punishment. The only shortfall is that it does not contribute to a conducive learning environment. Therefore, based on this fact, there is a need to change the practice of ISS/OSS in secondary schools.

There are other factors that affect the students' behavior. They include the wellness of the teachers, the nature of the learning environment and the perception towards the health of the school. The environment that surrounds an adolescent can also affect how they respond to certain issues and how they behave towards them. The fact that

adolescents spend more hours in school than at home, their behavior can greatly be affected by the learning environment. They are likely to fail in making personal decisions and rely on the effects of other factors in the school environment. The school management and the departments influence and prolong the school climate. Nevertheless, in some incidences the students' misconduct can be made worse by their environment (Bevans, Bradshaw, Miech & Leaf, 2007). Some of the factors that affect the school climate include; how prepared the teachers are to handle issues of unbecoming behaviour, teacher burnout, teachers' pressures and the expectation to practice ambiguous school rules.

Work pressure causes emotional depletion or teacher burnout that has been found to influence the behavioral issues in students (Pas, Bradshaw, Hershfeldt & Leaf, 2010). When teachers get emotionally depleted, they fail to pay mental focus to their duties and this can lead to chaos in classes that are getting poor attendance from the teacher. They also are likely to be proactive to issues without putting any factor into examination. Instead, the teacher may pose a harsh reaction on the students by for example sending them out of the classroom or even at times raising his or her voice on them without considering what factors made them to be chaotic. The fact at hand at this point is that, the teacher's tolerance is usually worn out as a result of emotional stress. This type of conflict drives the students to yield deeper in undesirable behaviour (Pas et al, 2010). This behaviour problem will not stop if teachers settle issues in a reactive manner.

The pitiable administration of behavioral issues displayed by teachers is the reason why the cases of students' referrals that result to suspension are high. It is because of teacher stress that teachers are unsuccessful in teaching students on proper behaviour.

In case the teachers want to manage the students' behaviour, they teachers should focus on building a positive relationship with the students (Kennedy, 2011). Otherwise hen a teacher is completely tired, he or she is not in a position to help the students (Christle, Nelson, & Jolivette, 2014). It is therefore, important for teachers to emotionally take time to evaluate their work to enable them handle behavioral problems in the students. In conclusion, the overall students' behaviour can be influenced by the teacher wellness.

The school health has been found to affect student's behavior (Bevans et al, 2017). Much attention is given to the school environment in that there is so much pressure on schools to achieve academic excellence. According to Bevans et al. (2017), the attitude teachers have on the schools' health affects students in terms of their academic performance, absenteeism, suspension rate, and their level of fulfillment. If the school's health is poor, the attitude of those around is also influenced and teachers tend to have less diligence towards their work; this therefore has a negative effect on the students' behaviour.

The other factor that negatively influences students' behaviour within the learning environment is the presence of vague school rules (Varvus, 2012). Lack of clarity in school rules and regulations is likely to lead into subjective interpretation. Vagueness of the school rules and regulations results in lack of communication between the students and the teachers or the school administration. For example, the students who have their own interpretation of a school rules and behave based their action on that interpretation; they believe that their interpretation is correct and that they are acting

in line with the school rules. Unfortunately, on the other hand, teachers could interpret the same rule in a different way and their perception is that the student is misbehaving. If the student is engaged in confrontation manner by the teachers over his or her conduct, the issue becomes controversial as both parties are perceived to have misunderstood the rule. The student may never accept that they had broken the school rule and the teachers may never understand the issue (Varvus, 2012). In the case that the student will fail to accept that he or she was wrong on the basis that the rule was initially vague, the student may never learn from the mistake. It can therefore be concluded from the above argument that the school climate has an effect on the students' behaviour.

Every new experience that a student encounters on daily basis affects their behaviour to a big extent. A good example is when a teacher is emotionally stressed or fatigued he or she reacts harshly towards the student. This way, he or she may intensify the disruptive behaviour. From the previous discussions, students are affected by the negative actions that are portrayed by teachers. Also, the school environment may affect the students' behaviour thus, climaxing into ISS/OSS on students. Taking into consideration that students' behavior can be affected by factors that they cannot control, it is crucial to deliberate upon this fact when enforcing disciplinary measures for their conduct. As adolescents, students experience several types of feelings on daily basis. These emotions can command their behaviour. Some schools have tendency of conducting many exams to ensure that the school retains high academic standards. This could be the source of strain to some students. In case the students do not have efficient skills to enable them cope with stress, the cumulative stress from the school climate can negatively influence their behaviour. The other factor is the

need to accomplish certain roles as a student that are beyond one's ability and personal apprehension may cause students to get frustrated and this affects their behavior (Ehiane,2014).

Commonly, every student's exposure within the school environment has some influence on their behavior. This includes a harsh reaction from an emotionally loaded or tired teacher or a poor school health that would result in an ISS/OSS for students. There are several outside factors that influence student's behaviour. It is for this reason recommended that teachers should put all these factors into consideration before determining a punishment for the student. For instance, mixed feelings that are cognizant at the adolescence stage command the students' behaviour. The students may also get stressed over intense examinations. If the students are not able to handle the stress, they may develop a negative attitude thus unbecoming behaviour.

Adjustment is defined as the capacity of an individual to deal with the problems in his/her life. Students are expected to adapt to change and pain in their life. Boon (2011) reveals that if students do not cope with a situation properly, they may end up pretending or having bad behaviour in school. After students are transferred to a new school Boon (2011) discloses that they may need instructions on their academics and behavior. Mal-adjustment issues in students can be caused by transfer to a new home or new school. Those students who are not well prepared to cope with stress or day to day issues after the transfer could be suspended for misbehaving.

Some secondary schools have special needs students. The challenged students also need to be considered when trying to review their behavior. It may not be clear if the behavior is directly associated to their diagnosis but many parents may argue that it is

(Goran & Gage, 2011). Disturbance about feelings can also be considered to influence behavior in special needs students. They are instructed differently and a punishment for a normal student may work but not helpful to special need student. Special needs student may misbehave if he/she doesn't understand why they are being punished.

The other issue that should be kept into consideration for students with special challenges is emotional stress (Eklund et al., 2009). The cases of students who are experiencing emotional stress is rapidly rising and this disturbance is directly linked to suspensions (Eklund *et al.*, 2009). Students have deferent ways to learn from their mistakes, and one learns differently from others. Therefore, a punishment might be effective on one student and at the same time not be effective on other students who have special learning needs. Students living with challenges have shortfalls in how they perceive or process information. This implies that their expectations and discernment levels are different from the other students (Goran & Gage, 2011). A student with special needs can behave in a certain way without comprehension that they may be getting in trouble. Teachers in secondary schools should therefore, look beyond the behaviour of the student and assist them realize their mistakes before administering any form of punishment.

Culture can also affect students' behavior. After understanding that the culture of the student has played a role in the act up of a student, the punishment assigned should be put in a weighing balance. African Americans and Hispanic Americans students are at a higher risk of being suspended than the Caucasian counterparts (Mendez, 2013). The cultural differences between students and teachers can be used to explain this occurrence. Rules which are written in a code of conduct and passed out to stakeholders were intended to be understood widely. Nevertheless, teachers and the

school expected everyone to also obey the unwritten ones (Varvus, 2012). For instance, raising hands or talking in turns is an exception in Anglo-cultured classroom while in the African American or Latino culture it is culturally expected. In the Anglo-Saxon classroom a student with such behavior can be punished. The ambiguity that is formed between the way the teachers think and how students think is not negligible. It is therefore true that cultural differences can negatively influence the students' behavior. It is that important to take time and make sure all students understand all cultural expectations and act accordingly (Skiba, 2011).

Another aspect that influences students' behaviour is cultural barriers. It is not necessarily true that students always behave in a disruptive manner for the sake of it. They could behave so because of misunderstanding or misinterpretation of the school rules due to language barriers or cultural differences. Besides the act ups, the students may be undergoing emotional stress that affects their ability to control their behaviour. The behaviour of students is as a result of a combination of several factors that come into manifestation (Robinatte, 2012).

Various theoretical foundations that were used in the 20<sup>th</sup> century have disclosed various shortfalls in the use of punishments. B.F Skinner is the founder of behavioral therapy which is used for counseling practice (Gewirtz & Pelaez-Nogueras, 1992). According to this behaviorist, human behaviour is acquired from the surroundings. He therefore developed a set of methods that could be used by counselors to replace the bad behavior of their clients with a better one. The use of punishment was one of the strategies for rectifying behaviour.

According to Elsevier Science Publishing Company (1973), the biggest reason for



using punishment is to change bad behaviors. However, Skinner found that punishment only restrains bad behaviors which would later re-appear. He also argued that positive reinforcement aided individuals acquire new behaviors. His study is effective up to today. For example, one observation of suspension's incompetency is the increased number of reiterated mistakes by students who had previously been punished for the similar mistake (McBee, 2010). This means that punishment has worsened the students' behaviors. Atkins et al (2012) echoes this by showing students from inner-city schools their behaviors did not change but worsened through punishments. In both studies the results tended to indicate that suspension does not benefit students.

Up to the present date, Skinner's work on the less-effectiveness of punishments is still approved. One of the factors that prove that suspension is not effective is evident repeated nature of offences that are committed by students who have served in suspension before (McBee, 2010). This means that students never learn from their mistakes by being punished as administering punishments to them only worsens the situation. According to the study done by Atkins et al. (2012), about the effect of punishments on the conduct of students from inner-city schools, punishments led to the subduing of unwanted behaviour for a certain period or it may cause the act up to increase depending on the punishment. This finding agrees with the previous finding by McBee. (2010). The research also raised a question on whether students may value suspension as a punitive disciplinary measure considering the fact that it resulted in increasing behavioral problems.

Another controversial subject when discussing the forms of punishments used in school is the severity of the punishment that does not equal the committed crime. This

comes after the realization of zero-tolerance policies in schools and then a research was conducted to examine whether the use of suspension could increase the safety in schools (Skiba & Knesting, 2011). The bottom line is that schools can allow some behaviours but the consequences of misbehaving are serious so that students' behaviour can be positively changed (Skiba & Knesting, 2011). The use of zero-tolerance policies in schools began in the early 1990s as a result to high cases of violence in American secondary schools. The policies later became a skip goat for responding to many offences. Therefore, no favors are present when punishing students for their misbehavior including drunkenness and other illegal drugs, possessing firearms in school, fighting or being violent. All these offences have been treated with very serious forms of punishments.

Initially, zero-tolerance policies were affected to put an end to violence. The use of zero-tolerance policies creates opposing opinion on whether suspension is successfully used, whether it is an efficient disciplinary method and whether it is efficient when used alone or after fused with other methods. Though zero-tolerance policies were implemented in schools, cases of transgression and insecurity in schools still feature as a major issue. This view sustains the assumption that despite some strategies being well-intentioned, they are not efficient. Therefore, zero-tolerance policies highly contribute to the negative effects of suspension.

Up to date several concerns have emerged on the effectiveness of suspension at the high-school level. The concerns are based on a theory that was formulated in 1973 stating that punishments were not effective on students. Throughout the years, this particular claim has been proven to be true. Moreover, it is because of the perception of the public on punishment being the most appropriate remedy for an offence that

schools have failed to effect non-tolerance policies on misbehaviors in schools. In most cases, students' offense is met with very intense forms of punishments that negatively affect students' outcomes.

The multiple concerns on the efficiency of suspension programs that have been raised across numerous studies have brought about research on the alternative programs for supporting school discipline (Josephine, 2014). The alternative programmes enclose classroom management strategies, merging counseling with disciplinary measures, school's mental health evaluation and behavior tracking have been researched on severally (Burke, Oats, Ringle, Fichtner, and DelGaudio, 2011; Lannie, Coddling, McDougal, & Meier, 2010; McBee, 2010; Wilson et al., 2013). Majority of these programs have influenced the schools positively after pilot testing was performed (Wilson et al, 2013). Nevertheless, when research is over, most schools stop executing them since the schools lack the needed materials and personnel to continue using them.

Training teachers on efficient classroom management as well as instituting identity programs for tracking students' behaviour has been described to be operative strategies for reducing cases of indiscipline. According to (Eklund et al., 2009; Smith, Bicard, Bicard & Casey (2012), the implementation of early identity programs is a anticipatory disciplinary measure. It is not always a matter to identify whether students sense behavioral issues or have effusive struggles as they carry on with their school life. Eventually, to some extent, the students may be undergoing pain from the results of their actions without anyone realizing that they may be suffering. It is for this reason, important to use a screening tool to discover students in contention with emotional and behavioral issues. This method will assist address the issues of

indiscipline in students early enough.

The strategy is efficient in helping students better their behavioural issues before they get into adulthood. Furthermore, school managers get informed on the most suitable disciplinary strategy to undertake on students after tracking their behaviour. The creation of a secure classroom environment and managing students' behaviour anticipatorily has been reported to be operative in some districts (Burke, Oats, Ringle, Fichtner and DelGaudio, 2011). Also, Spaulding et al. (2010) found that the monitoring of students' behaviour and making step in based on the nature of event was efficient in managing behaviour issues in students. In the same note, Brown (2016) formulated a new policy for schools in Cincinnati district on how the schools could positively affect the students' behaviour.

Based on Brown's (2016) endorsement, schools effectively complete to track students' behaviour through a collaborative effort that includes members of the community, parents, school administrators and teachers. The groups came together to tackle the high number of indiscipline cases in the district. As a team, they formulated policies that would be implemented all over the district and which involved students at the kindergarten level through secondary school. Upon the formulation of these policies that were compatible at all school levels, the students clearly understood the rules and there was a drop in ambiguity in their expectations. Through ensuring that students' code of conduct is elaborate and well understood, this helps them to better their behaviour. Monitoring of students' discipline and maintaining the classroom targets are some of the issues that were raised concerning the impact of suspension as a disciplinary strategy.

The new district policy was put in place in Cincinnati to monitor behavior in students (Brown, 2016). This was done through the school community, parents and school officials who debated the discipline issues in the district and came up with the policy to instruct the students from kindergarten through high school and this reduced the certainty of the rules. Through this strategy the behavior of students was enhanced.

It has been implied that some alternative disciplinary strategies are more ancient than others. Various researchers have explored the fusing of discipline and mental health upholds services as alternative pattern of programs other than suspension. According to Morris & Howard (2013), merging the two services would generate a more effective strategy for instilling discipline in students than suspension. Beyond, it was discovered that the suspension, imparting students to have good characters and offering counseling services to students was fruitful. This discovery is important as various debates have been made concerning the personal needs of students and elements that drive them to act up.

The efficiency of combining the two services is held by a study that was done by Nabors et al. (2010) which implies the positive outcome that the comprehensive method had on students. Counseling services rendered to students focused on the personal needs of the students and through this they gain skills and resources on how to manage violence and behaviors that negatively impact those around them. The services are altered to accommodate the definite needs of each student. Since counseling considers the needs of the students and look beyond the behavior, in the end it is regarded more efficient than other programs.

The research about the alternative programs has brought about various pertains. One

of the major concerns is that alternative programs are being used sparingly because they require special trained personnel during the pilot stage (McBee 2010). Therefore, their efficiency and infirmities are questionable. There has been no empirical research done to ascertain the fruitfulness of alternative programs in secondary schools. Notably, it is instigating to carry out these programs in schools because once the pilot testing stage is over, the researchers move to other areas and training new researchers is costly and time-consuming. Also, training of new teachers who will take over is time consuming and they are always on a tight schedule thus its implementation is always contested. In addition, for the alternative programs to be operative, they must be congruously made easy during implementation.

Facilitation of the implementation of alternative programs is a major setback in most schools given that finding more than 70 people to have the same perspective is burdensome and this influences the behavior of students. Apart from setbacks during the implementation stage, surveillance of the fruitfulness of the programs is also challenging. In conclusion, no research has been undertaken to investigate the effectiveness of the alternative programs. The fact that alternative programs are successful when they are implemented in schools, it implies that suspension can be replaced by several other forms of behavior management programs. The only difference that exists between the use of suspension and the alternative programs is the effects each has on individual students.

Out of school suspension (OSS) is commonly carried out in the United States of America for issues like drug possession, carrying illegal weapons and unpardoned absence (Stewart, 2004). This has caused a debate on how valuable it is to suspend a student from school. Suspending errant students should be carried out with lots of

attention as they may not mirror suitable principles. In Australia, teachers handle learners' behavior by using dissuading strategy to disciplinary actions such as suspension (Stewart, 2004). Educators have been given the power to suspend students by the Australian education authorities. This suspension of students permits the teacher to go ahead with teaching and also grants the parents the opportunity to correct the learners' behavior.

Stewart (2014) observed that in Australia, teachers implement a wide range of interventions in the aim of ascertaining students gain high level of standards in their behavior. The strategies range from preventative methods stationed by teachers to punitive strategies such as suspension that is employed by the principal. The education authorities in Australia have imposed various measures that permit school principals to suspend students with behavior problems from school and this includes the power to give suspensions. In many cases, the reason of using suspension in school is to take away those who perpetrate offences from the classroom and therefore, allow teachers to carry on classroom teaching in a peaceable way. Suspension gives the parents a chance to evaluate their children's behavioral challenges. Therefore, suspension becomes a strategy for punishing unacceptable behaviour of the students.

According to a study conducted by Nyang'au (2013) concerning the effects of various disciplinary strategies on the conduct of students from public secondary schools in Matungulu District, Machakos County, it was discovered that suspension had a positive effect on the students' behaviour. The implication of the findings of the study was that the use of suspension could be enhanced by involving other stakeholders and imparting skills on those who affirm it. That way, the use of suspension will be made

an adequate alternative disciplinary strategy. All in all, this study does not disclose the impact of suspending undisciplined students on their academic performance. Hence, more studies are needed to address this gap.

The Education Act Cap 211 provides direction on the use of suspension on errant students as well as school discipline regulations. The Republic of Kenya (1980) declares that once a student is suspended from school, he/ she is anticipated to be physically away from the school environment until the outcome of the case is communicated to the parent/ guardian in the form of writing. When the school principal resolves to suspend a student from school, he or she must communicate the suspended students' parents, the interval of the suspension, and the reason for the suspension. Should also disclose any other related information on the relevant situation that can be best understood by the parent/guardian.

The BOM should also be quickly acknowledged by the principal on the issue of the suspension, and when they should convene a meeting within 14 days to talk about the indiscipline issue. Although suspension consumes so much time, there are legal stipulations that describe the legislative procedures for the administration of suspension as an alternative disciplinary strategy including provisions that should be followed when dealing with cases of students' offences.

Harris and Bennet (2012) conducted a study on Student Discipline: Legal, Empirical and Educational Perspectives. The study disclosed that students who were regularly suspended from school made the problem to seem bigger than it really was. Rarely It was rear for the student to be motivated to change their behavior after being suspended or even when the parents got involved. For this reason, it was suggested



that the school managers should take the incentive of helping the students to practice control over their behavior. They should strategize and utilize disciplinary methods that will directly resolve the issue of indiscipline.

Mutua (2014) conducted a research that assessed the effects of alternative disciplinary strategies after the ban of Corporal punishment in Matungulu Division, Machakos County, Kenya. The data was collected using questionnaires, interviews and observation schedule. The survey method was used as the study design. Random sampling technique was used to obtain the study sample. Four secondary school principals and 60 teachers were selected for the study. Descriptive statistics like percentage, frequency and mean were used to present data. The relationship between the alternative disciplinary strategies used by teachers and other independent variables was measured using Chi-square ( $\chi^2$ ).

It was established that teachers had a wide choice of alternative disciplinary strategies to select from (Mutua, 2014). They could turn to the use of guidance and counseling, manual work, kneeling down, extra class work, open dialogue, school rules, taking away privileges, and sometimes suspension. It was suggested that teachers use strategies that rectified and affected students' behavior positively and not those that crush it. Since the chi square was 0.17, it meant that suspension was not given any recommendation meaning that it was not statistically significant as it was rarely used. Additionally, this was also affirmed by the availability of wide range of alternative strategies that teachers could employ to rectify students' behaviour. Although the study used a suitable research methodology, it does not disclose the impact of suspension on performance of students.

Peters and Gentry (2012) claim that design in which school is run is directly decided by how it manages disruption of students' behavior. Jones (2013) echoes this demand by implying that efficient administration of the school is dependent on inclusive exercises it employs including supporting school discipline. In extension this also includes supporting collaboration among leaders and good leadership practices. The success of a school is highly ascribed to the way the school management deals with errant students. Discipline preservation in school ascertains the behavioral standards that teachers and students should equal.

Maintaining discipline in school is one of the strategies that are used to build good behaviour in students including seizing values such as self-control, positive behavior and obedience to the school rules and regulations (Marcucci, 2020). During the time the students are being admitted to school, a prospectus is given to them describing the school rules on what they should do and what they should not do and the results of disobeying them (Marcucci, 2020).

School rules and the related consequences if broken are clearly communicated to students, parents and the school staff by use of newsletters, handbooks and annual general school meetings. According to Kabandize (2011), discipline in the secondary schools is affirmed through prefects and student councils, disciplinary committees and by including teachers and parents. Furthermore, to achieve desirable success in managing discipline, students should be warily reminded to be disciplined and their compliancy to school rules should be reminded from time to time (Cotton, 2010). It is through maintaining a fair and constant subroutine to enforce school rules that will ensure that students honor the school's discipline procedure after the rules have been displayed to them.

Every time the students are suspended from school their academics are affected and their self-esteem since they waste lots of time out of school or classroom (American Academy of Pediatrics, 2013; Marrisonet al, 2011; Spaulding et al., 2018). This may as well affect their future and the stakeholders' question is how far they should go on suspending students. The student who is on suspension the student is not permitted back to school until the suspension time is over and the school decides that it's the appropriate time for the student to go back. This necessitates a concern as these students stay at home where they are not instructed and no one knows if they are really reforming (Menzies & Lane, 2011). When there are many suspensions from schools, this tends to worsen their behavior rather than change it and can end up as juvenile cases (Menzies & Lane, 2011). Habitual offenders usually tend to destroy their future life hence establishing that suspension is not efficient in tackling discipline in schools.

When a student is suspended from school it is another way of conveying a message that the student should not be within the school compound until the suspension days are over and the school principal checks the students to ascertain whether they are fit to be within the school with the other students. Nevertheless, the aspect of the student staying at home while other students remain in school studying is a major concern. Concern number one is that the suspended students are more likely to get involved in juvenile delinquency (Menzies & Lane, 2011). In fact, getting regularly suspended from school can breed the tendency of getting involved in crime and violence.

The other concern is that suspension might be the path leading the student to a failed life (Breunlin, Cimmarusti, Bryant-Edwards & Hetherington, 2012). This concern is supported by the aspect that some students are perceived as habitual offenders. In case

they make it a habit to indulge in crime the disposition is passed on to the future as suspension cannot be a remedy the delinquent behavior. Far from this, to some extent, suspension can prolong the cycle of indiscipline despite schools' efforts to curtail the act in students.

In many cases suspension of the students makes them to have poor academic performance (Brown, 2016). This is worse still for students who carry out their examinations while still in suspension (Raffaele-Mendez, Knoff & Ferron, 2012). Under normal circumstances, teachers are not supposed to assign any examinations to students who are in suspension as the suspension period can last even up to ten days (Dickinson & Miller, 2016). Again, the suspended students and their families can even be more demoralized when the students fail in their examinations. The frustration gives the explanation as to why most students under suspension are likely to drop out of school (Christle et al., 2014). In case the students fail in their examinations, they tend to develop a negative attitude towards school and especially students who have repeatedly were involved in suspension (O'Connor, 2012).

In addition to leading to dropping out of school, de-motivation can make students to develop behavioral problems like becoming criminals. When it becomes a habit to have behavioral problems, the students may develop a negative self-esteem. They tend to see themselves as trouble makers and this later develops into a belief about themselves. Considering the previous discussions, the adolescence stage is a period of self-discovery where an individual discovers themselves and develops certain characters. On the contrary, suspension hinders an individual from learning acceptable behaviors and systems to cope with acts at the adolescence stage.

Students under suspension often go unsupervised when at home. They may lack someone to guide them in realizing their mistakes and learning from them. This fact, adds to the finding that suspension is not effective on errant students. Instead of decreasing the negative effects, it therefore contributes to the negative effects on students. Amazingly, so far there is not enough evidence to support the efficiency of suspension as a discipline management strategy (Schiraldi & Ziegenberg, 2011; Kilpatrick, 1998; Costenbader & Markson, 1997; Vavrus & Cole, 2012). However, suspension and especially in the U.S, is used to ratify serious disciplinary issues that entail the possession and use of weapons on other students, drug abuse and related issues as well as fighting (Sughrue, 2003). Again many researchers have found out that suspension is used even for minor cases such as failing to observe punctuality, not showing respect to the teachers and those in authority and failing to acquiesce with school rules (Skiba, 2010). Suspension is the most commonly used as a strategy for combating issues of indiscipline ever since zero-tolerance policies were initiated (Brooks, Schiraldi, & Ziegenberg, 2010).

One may want to get insights on how suspension influences students and their behavior by assessing students' outlook on suspensions. Various scholars have used this outlook to form the basis from which they share discussions on the effectiveness of suspension as a discipline management strategy (Partington, 2011; Gordon, 2011; Coslin, 1997; Lewis, 2011). Some of the researchers have recommended that teachers should establish positive relationship with the students so that students can know what discipline is and understand that they are getting fair treatment when they get suspended (Partington, 2011; Wu et al., 1982; Bru, Stephens & Torsheim, 2012; Partington, 1998). Also, schools should hire the service of skillful counselors who

will guide both students and their families.

According to Christine (2011), students from divorced, single, separated and unmarried parents are more easily suspended from school than students from stable families where both parents are guiding them. More so, students who live with their biological parents are less likely to have indiscipline issues that result to suspension. The Kenyan constitution permits suspension of students if they fail to meet the school's expectations and have committed serious offences. The design below displays the steps that should be followed when dealing with students who have violated school rules before suspension: The first step is that the student who has committed an offense should be sent to the principals' office for counseling, punishment or reprimanding. If they fail to correct their behavior, the student should be expelled from school for about five days. When the students are sent home, a letter should be sent to their parents asking them to accompany the student back to school as the student gets back to school after the five days are over. The student will then be given a punishment and the suspension is then counseled. If the student still does not correct the behavior, the case will be treated as an intolerable offence that is major.

The third step is to expel the errant student from school indefinitely and then call for a BOM meeting within 14 days to handle the issue. Intolerable or major offences should be punished using suspensions. Offences that are treated as major include noisemaking, drug possession, possessing illegal weapons, sexual harassment, rape, robbery, littering and leaving class or school before stipulated time (Republic of Kenya, 2011, Education Act Legal Notice No. 56 of 2011).

Students are the main key players and the most fundamental resource within the

education system that are found in a school setup. Therefore, it is necessary to guide students into displaying behavior that is acceptable within the school bounds and outside. In order to maintain a conducive and a peaceful learning environment that promotes justice and order, school managers have defined a set of rules and regulations that guide all school stakeholders when managing their activities. Imparting discipline in students, exceeds all other things a school can offer to students (McGregory, 2016). According to Seifert and Vornberg, discipline changes the climate and norms in a school. In order to manage a conducive learning climate, the school must support a high level of discipline. Parents are therefore recommended to transfer their children to ‘better’ schools if indiscipline is a major issue in the present school. On the other hand, if well-behaved students are transferred from the school, this may affect the overall academic performance of that school. At the same time, the manner of assigning punishments to students may exasperate their misbehavior instead of restrain it (Nelson, 2012). This issue of students’ indiscipline is a spherical solicitude as it cuts across, geographical, racial, political, and economic and gender boundaries (Kajubi, 2017).

Therefore, teachers, parents, students and scholars from all corners of the globe should be increasingly concerned with issues of discipline in our secondary schools. In an attempt to describe discipline in schools, several scholars and researchers have conducted several studies to identify the most effective strategy for managing discipline in secondary schools. One particular finding from a psychological research conducted by Shawcross (2011) has disclosed that rewards and punishments are used in several schools to support students’ behavior though at varying degrees of application. Out of all forms of discipline management strategies, corporal

punishment has received a lot of criticism over its several negative impacts it has on students and parents or guardians (Marcucci, 2020).

Over the last two decades, there have been concerns on the increasing reports of violent incidents in secondary schools and subsequent institutions in Kenya which has resulted in massive loss of lives and loss of property worth billions of Kenyan shillings (Simatwa, 2012). Machakos County has been reported as having recorded the highest number of indiscipline cases among students more than other counties. According to Njoku (2010), suspension is the most ruptured form of discipline management strategy. The Ministry of Education in Kenya allows students to be suspended from attending school by the school principal or any teacher acting in that position if the students' behavior repeatedly puts the peaceful operation of the school at risk, or does not follow the moral standard and social conduct that is outlined by the school, or if the students' single or series of actions overturn the school discipline standards (Education Act, 2009).

Apart from academic performance, discipline in schools is also among the major concerns in the public domain. This is not only in Kenya but in all the public schools and the education system across the world. These concerns are created from the large number of cases that are reported by the media concerning the presence of disrupting students in schools, cases of rioting in schools, school bullying and school violence across Kenyan schools. The outlook that teachers continue struggling with maintaining order in schools and the fact that the school educators cannot promise students' safety as misbehaviour remains native in schools continues to grow (Mutua, 2014). Day after day, school discipline is becoming a national concern across many societies since it affects students' academic performance and their morals (Mwangi,



2013).

Suspension is an effective strategy for correcting misbehavior in students and enhancing order in school if only it commensurate with the committed crime and is appreciated by students (Okumbe, 2008). However, it has been argued that most secondary schools from Dares-Salaam exercise unfair forms of punishments including suspension which does not deserve to be deployed in schools. The reason behind the widespread use of suspension in Dares-Salaam schools is that they do not consider the negative effects of severe forms of punishments to students' academic performance. The aim of this study is to find out if students are impacted by the various forms of punishments that are applied on them.

Docking (2010) conducted a research on the type of discipline management strategies in schools around the United Kingdom. One of the observations was that some forms of strategies were effective while others were destructive, had no proper basis and caused fear on students. Canter (2010) argues that up holding students' discipline is one of the major challenges that are encountered by teachers. However, suspension as a discipline strategy should not be deployed as there is no evidence to support its effectiveness on students' academic performance, discipline or moral behavior. Instead of being effective, it provokes students to be violent, resentful, develop a cycle of misbehavior, and show resistance towards school rules. To escape suspension, the students tend to lie about their behavior when questioned.

The effectiveness of suspension as a form of discipline management strategy on the whether it enhances control in the classroom, promotes development of moral behaviour in children and instills the value of respect for teachers and those in

authority by students has not yet been proven (Society for Adolescent Medicine, 2013). It does not also correct wrong behaviour or help in instructing students. Additionally, suspension to students communicates a wrong message that disagreements between the students and the school authority among other issues can be solved by creating hatred.

Use of suspension to punish students does not have a long-term effect on the students' behavior. Frankly speaking it has a negative effect on the development of their social, psychological and educational needs bearing in mind that it develops into a repeated child abuse and makes the students to develop a negative attitude towards it (Andero & Stewart, 2012; Gershoff, 2010; Owen, 2015; Society for Adolescent Medicine, 2013). For many years, suspension as a discipline management strategy has been used in public schools to correct student's behavior. Widespread and very informing research has been conducted on the issue of suspending students from schools. The studies ponder around the effectiveness of the strategy, alternative strategies to correct behavior, proactive measures, factors that contributed to the suspension of the students, and common characteristics in students who have ever been suspended from school (Losen, 2011). However, all these studies are limited by the fact that a quantitative study approach was used.

Suspension is a form of discipline strategy has been proven as not being effective on most students who committed school crimes. Ever since B.F. Skinner conducted a study on the effectiveness of suspensions in 2013, suspension has been seen as less compelling compared to other strategies for managing behavior. Recognizing that suspension is incompetent shows that an alternative in disciplinary strategies is required. Moreover, students' needs and how to efficiently help them learn should be

considered as these factors are imperative to their academic performance. Therefore, developing alternative strategies for managing discipline has created a solution to this problem over the recent past.

In conclusion, the negative impact of suspension on students' academic and social performance surpasses the benefits of using the method as a discipline management strategy. Suspension makes students to become extremely aggressive. Out of 13 studies that investigated the effects of suspension on students, 12 of them revealed that suspension was associated with antagonistic behavior; this finding has been affirmed by several other studies that were conducted on children of different ages. The studies showed that suspension promoted more of school absenteeism, and even low academic performance among students (Nowikowski, 2011).

In general, the study has disclosed that suspension, as a discipline management strategy, is not more effective than other humanistic approaches for helping students learn from and change their behavior. Only one standard strategy cannot be used to effectively teach and maintain discipline in students. Several surveys have been performed throughout this research, several strategies have been implemented, and data has been collected and reviewed. However, no research has been performed to assess the feelings and thoughts of individuals who were sent on suspension.

It is important to understand the effects of suspension on the individual's behavior, how their lives were impacted and requirements needed to transform their daily behavior. When the students are interviewed about their opinions and attitudes towards suspension at the secondary school level, they will provide important information on how to change the situation. The above discussed research and

literature reveals how suspension can affect the identity and development of the youth (Losen, 2011).

Mugo (2016) carried out a research on the participatory processes that school principals deployed to promote students' discipline in public secondary schools from Kiambu Division, Kiambu District. To collect data, the researchers used questionnaires as data collection tools. An ex post facto design was used for this study. The study targeted 5 secondary school principals, 25 teachers and 150 students. According to the study results, suspension of Indisciplined students was only used on cases of extreme misconduct and when the particular student made it habitual to commit school-related crime.

It implies that suspension is used subjectively based on the degree of indiscipline among students. Besides, suspension was not productive in promoting students' discipline since it did not bear positive results. Therefore, it was concluded that guidance and counseling service is a more effective strategy for solving issues of indiscipline among students than suspension. Based on this study, a knowledge gap was identified on the effects of suspending Indisciplined students on their academic performance in Kenyan public secondary schools.

Another study was conducted by Kindiki (2019) about the effectiveness of communication on students' discipline in secondary schools from Naivasha District, Kenya. The study used a qualitative approach where questionnaires, interviews and documentations were used as data collection tools. The researcher chose Naivasha sub-county as the study location via purposive sampling. Stratified and simple random sampling techniques were employed to identify eight secondary schools and

two hundred students. Self-administered questionnaires were administered to twenty students and 4 teachers from each school and interviews were conducted on 8 principals.

Descriptive statistics was used to analyze data. From this study, it was disclosed that suspension was commonly used to maintain discipline in secondary schools from the region. It was also discovered that students did not change their behavior after being suspended from school and some of them ended up going back to school with worse behaviors than before. Hinted by this is the fact that suspension was a short-term discipline management strategy given that the school educators were only relieved when the student was on suspension. Therefore, Kindiki (2019) advised on the effective use of guidance and counseling strategy because it makes the students realize their mistakes and would guide students to better discipline besides instilling good behavior in them. Despite having an appropriate research strategy, this study had a knowledge gap on the effects of suspension on the academic performance of undisciplined students in Kenyan secondary schools.

Simatwa (2012) conducted another study on management of students' discipline in secondary schools in Bungoma County in Kenya. Questionnaires, interview schedule and document analysis were used to collect data from 125 principals, 125 deputy principals, 1575 teachers and 2075 prefects who were representing 20,107 students from 125 schools. Collected data was then analyzed using descriptive statistics. The study revealed that there were many cases of infractions in schools and that the principals used several strategies to manage discipline, including suspension. It was also discovered that the principals had the power to suspend students for up to 14 days, however not more than that.

The study showed that the students and the community were against suspension as students went back to school ready to hoping avenge. The researcher concluded that suspension as a sanction should be used when other strategies have failed. The study recommended that students should be suspended for few days because of the effect suspension had on students. Suspension was found not to be productive and should be used as the last result and school principals should consider other strategies for managing discipline. Therefore, this study identified a research gap on the effects of suspension of indiscipline students on students' academic performance in public secondary schools in Kenya.

Following the conclusions made from the previous studies about the effectiveness of suspensions, it was observed that: Suspension is used to punish unacceptable students' behavior (Stewart, 2014). Suspension was one of the strategies used by secondary school principals to deal with discipline in school (Simatwa, 2012). Suspension on students was only used in unbearable circumstances where the student habitually committed a crime (Mugo, 2016), this finding is consistent with that of Mutua (2014) which discovered that suspension was used as an alternative discipline strategy thus, implying that it did not have much preference.

According to Smit (2010), suspension did not have great impact on school discipline as it caused students to drop out of school and even contribute to larger forms of violence. The suspended students did not perform well either (Smit, 2010). This finding is inconsistent with that of Nyang'au (2013) which indicated that 58.6% viewed that suspension did improve students' behavior. This section of literature review established a gap of effects of suspension as a teacher discipline management strategy on the academic performance of students from Kenyan public secondary

schools where this study was conducted. This is because there is no evidence of research done on teachers' discipline management strategies and their influence on academic performance.

## **2.5 School Rules and KCSE Performance.**

Rules can be defined as the acceptable behavior that is to be followed by every individual in a certain group (Harris, 2005). In this case school rules should be followed by every student without partiality. School rules are as a result of an agreement between the teachers and the students on how each one of them should behave appropriately to create a conducive learning environment. Whenever students are retained in school, and there can be evidenced excellent academic progress, it is an indicator that the school rules and regulations are being properly implemented. According to most educators, a teacher should always begin by establishing classroom rules on acceptable behaviour whenever creating a sound discipline plan.

Formulation of guiding school rules is out of the possibility that a student will be torn between recognizing what is and what is not an acceptable behaviour. Classroom rules are created basis that the teachers have anticipated problems in the students' behaviour and prepares to navigate these challenges by preparing rules and guidelines. The provision of rules and guidelines creates an assumption that the student understands what is expected of them. School discipline is therefore meant to control students' behaviour, promote a safe environment for both teachers and students and a conducive environment that promotes the students' well-being.

According to Chaplain (2013), school rules are intended to promote a safe and charming environment. Educators should ensure that both students and the parents

familiarize with the school rules after joining a new school. The student's failure to follow school rules is understood as defiance to the school authority and is always punishable.

Shannon and McCall (2015) maintain that school rules should not be very stern as students tend to resist unrealistic rules and regulations. When students rupture school rules the punishment given to them should be immediate, appropriate and specific to the committed offence (Human Rights Watch, 2005). According to Saya (2015), school rules are obligatory in schools since they contribute towards academic excellence and the development of students in holistic ways. The Kenyan Education Act allows school authority to formulate rules concerning students' discipline and use appropriate punishment if a student breaks the rules (Republic of Kenya, 1980).

Students should be motivated to take part in making new school rules which will be integrated in the already existing rules. Through the incorporation they get a feeling of ownership and thus find it easier to obey them compared to the ones they did not create (Classroom Discipline Plan, 2015). The Classroom Discipline Plan states that all students should be made to participate in the rules making process and not just a few students who participate since the majority of the students may challenge the rules. Students' council should make sure that the students follow the rules to the letter (Kelly, 2016). Over the years, students' councils have always been involved in disciplinary matters such as managing conflict, engaging students and participating in making decisions, but rarely have they been involved in the making of the school rules.

To understand the rules, the teachers are encouraged to display the rules and



regulations. This is done since just as students do not easily understand the class work, so do they not understand the meaning and purpose of the rules that are given to them. An opportunity therefore should be provided for them to read the rules repeatedly (Paul & Elder, 2011). Additionally, it is very important for the students to be taught the aim, importance, intent, meaning and consequences of the rules to avoid misinterpreting them. For older students the role-playing may help; simply involve demonstrating and discussing the rules while for younger students more detailed demonstration may be needed.

Section 8(1) of the South African School Act (SASA) incite the school council to sketch and endorse the rules whose purpose is to create a promotive environment for learning and teaching in schools which is not aimed at disciplining students but excite proper behavior (Porteus, Vally & Ruth, 2011). The school discipline should involve the parents, students, educators, and non-teaching staff in the school. Masite and Vawda (2013) contend that discipline is achieved if all the stakeholders participate in formation of the rules for the students. All the secondary school students should not be underrated from participating in formulating the rules even though they are not in the school council. When the learners help the educators to devise the school rules, there is a greater chance that they will obey the rules more. Educators should be very careful when making rules as they will be guiding students to better their discipline and hence their academic performance (Masite & Vawda, 2013).

The formulated rules should guide the students in knowing the correct behavior they should have and the consequences they face if they disobey the rules so that the act of disciplining can have proper meaning. The principals should not be the only ones in charge of disciplining the students. They should allow other staff members to

discipline the students to a certain level (Whisen & Ferguson, 1996). Okumbe (1998) persists that the rules should be set to aid the students' way of living on what to do and what not to do in the school environment. Administration is the process of framing and establishing objectives with an aim of achieving the organizations' goal for which they should be clearly stated and well known to the recipients and the society at large (Okumbe, 1998).

Weber insisted that strict following of the rules makes an organization to be successful in its operations and also establishes uniformity in the actions of the people. Rules on the other hand are genuine disciplines within a policy whose aim is to advance discipline in school (Okumbe, 1998). All the performing schools should exhibit sound practices, emphasize the school rules and regulations, collaborate leadership and good behavior (Lupton & Jones, 2012 and Okumbe, 1998). However, nothing was said about the impact rules and regulations have as teachers discipline management strategy on students' performance hence the need for this study.

In the United Kingdom it was revealed that the students' discipline was deteriorating as they were implicated in verbal and physical traduce towards the teachers (Docking, J.W. 2016). School legislation in USA attempted to create some policies that aimed at having safe and peaceful environment to help students excel in their academics. Schools employed harsh measures in response to students' misbehaviour in an aim to deal with discipline and bullying (Skiba & Sprague, 2018).

Botswana schools have for a while now have been having students' indiscipline which has caused academic performance to deteriorate (Matsoga, 2013). This has come after several principals blamed indiscipline as the cause of poor academic

performance. Kabandize (2014) stipulates that in Uganda, indiscipline is so evident through the abuse of drugs and substances among students (Kabandize, 2004). It is because of the affliction in an attempt to achieve the academic excellence that students have turned out to abuse of drugs. Also, the strategies the teachers use to punish students were found to be inhuman and lowered their self-esteem. In Kenya, corporal punishment was banned through the Kenya Gazette notice on March 13, 2001 after many people accused it for increasing school indiscipline.

However, there have been many calls to revisit the issue. Various parents have suggested that the caning be brought back to discipline students in secondary schools (Kiprop, 2012). The outcome of caning as teachers' discipline management strategy has generated much controversies. According to Kiprop (2012), it is the obligation of the parents to discipline their children when they are at home. Most of the students in public schools in the United States of America were not involved in drafting the rules and regulations. This caused rise in indiscipline cases and suspension of students from school (Cotton, 2005). In the incident that the students don't obey the rules and regulation, chaos bursts forth in the classes and indiscipline cases increase (Harris, 2010). Cotton also stated that in the event that the learners don't understand the rules, they end up failing to obey them.

In Mukharjee (2015) study on discipline standards in Mexican secondary schools found out that during the growth and development of teenagers in school changes occur, they become indisciplined and they end up blaming the rules and regulations for their misbehavior. Although schools have well stipulated rules and regulations, the learners are not well involved in making them (Mukharjee, 2019). He continues to say that the students are angered when the rules need to be modified and lacks

consistency when being implemented and school strikes become major. Despite the rules clearly stating the do's and don'ts, the students still disobeyed them.

Teachers, students, parents and the administration should come together to formulate the school and classroom rules as well as their ramifications. Around 81% of students made complains that teachers did not respect their opinions. However, in New York and California thousands of students were questioned by authors and found that less than one student in five said that their opinion was considered in solving the problems where he/she was involved. Putting up rules by students and the results for breaking them helps students know the rules. Schools have a tendency of printing rules in the handbooks or newspapers and mail the rules to the parents while others produce a film to create awareness of the rules to their students. Displaying rules which can be visual or verbal is an indication of attempt to create a conducive school environment but this represents a small aspect of the schools' general structure.

School councils draft rules and makes decisions and includes all the school aspects with the contribution of the students through individual decision or formed structures. This involvement of students in making rules is taken with a lot of anxiety by school administrators and society. This is because students are deemed as immature, inexperienced and lacking adequate knowledge to run the school. The students are therefore restricted to issues affecting students' welfare in collective decision making at both class and school level and to act as a link between the students and the decision-makers (Magadla, 2017).

A study was carried out in South African secondary schools on the degree to which students participate in making decisions in school (Sithole, 2018). Stakeholders

differed on how students were involved in making decisions specifically rules and regulations and conflicted depending on their different backgrounds and their view of the world. Three different standpoints came up and they covered the length to which students could participate in devising school rules (Sithole, 2018).

The first standpoint stated that parents and teachers should guide and instruct the students who must remain passive at all times meaning teachers should formulate rules and students obey them fully (Sithole, 2018). Secondly, students can only get involved to a certain level. Mutua (2014) in support of this point, states that teachers and school leaders have a way of narrowly defining issues which affect the students. The student's decision making is mostly reserved to aspects which the stakeholders have no direct conduct with such as the toilets, lockers and play grounds.

While to some extents student representatives may not be allowed to make school rules, they should be allowed to make decisions in all other administrative issues (Aggrawal, 2014). Though this point up holds the idea of students making decisions, they should however be limited to few areas of school life omitting most important part of rules and regulations. This however does not only make students think that the school administration is harmful and should not be taken seriously, but it also gives them the idea that they are also barred from experiential learning (about the nature of the school and its' education system) (Okumbe, 2018).

This process is not democratic but autocratic and the administration assumes that the students have no power to decide for themselves on the aspects that they want and also thinks that the students are only interested in student-specific issues. Due to this, Simatwa (2012) proposed that chances for students' involvement should be increased

to wider parts of school operations and specifically rules and regulations. This effective student involvement would give them a feeling of ownership causing them to fully obey the rules (Fielding, 2012). Due to the student's age and maturity, there are clearly few aspects of the school climate that they cannot be involved in decision making, thus the need to review the students' participation in making decisions.

Students being fully involved in making decisions such as the designing of the rules and regulations conclude the third standpoint (Magadla, 2017) and it's supported by Njozela (2018) who says that the stakeholders should not undermine the involvement of students especially when given a chance to improve their skills and experience. Huddleston (2017) adds that students should participate in all parts of school operation. He goes ahead to claim that activities of the school can be grouped in several ways but however they are grouped, students should be involved in each group especially the schools' rules, and sanctions.

A similar study on the extent of student participation in decision making in secondary schools in Kenya was fueled by the frequent student unrest blamed by the media and research (Jeruto & Kiprop, 2011). Questionnaires for 300 learners and 30 teachers were used to collect data. The results indicated that students were involved but not in the major issues like rules and regulations. It was concluded that the students' involvement in school needed to be increased to participate in more issues. This study did not deal with whether the students' involvement in designing school rules influenced discipline.

In Busiro County in Wakiso District, Uganda, another study was carried out that dealt with how the administration of school rules influences students' academic

performance in selected private secondary schools (Kiggudu, 2019). Cross-sectional survey was used as research design. Questionnaires, interview and document review were coordinated to collect data. Four private secondary schools from Busiro County of Wakiso District were included in the study.

The study revealed that all four schools had clearly stated rules that the students didn't understand. Therefore, some rules needed adjustments and others didn't have suppleness causing students to strike, violence and anger issues. Although the rules and regulations were very clear on what to do and what not to do, the students still resisted them and escaped from the school, caused strike, abused drugs and students were getting suspended from school. This present study was done out in Kenya while another one was conducted in Uganda. The study in Uganda used cross-sectional survey design. Data from this survey was found not be consistence for evaluating the characteristics in the area of concern. This study used descriptive survey research design whose aim was to find out the efficiency of school rules as a discipline management strategy on KCSE performance.

In his study on strategy of moderating students in public schools in the United States of America, Cotton (2010) proposes a friendly way to establish effective school rules as strategy of getting rid of in-disciplined students in schools. He further claims that the best results could be attained through regularly reminding students the rules and regulations and checking if they are truly following them to the latter (Cotton, 2010). Notwithstanding this, students in many secondary schools still disobey school rules by disrespecting school authority, damaging school property, beating teachers, causing chaos and even harming one another with weapons for defense. This leads to deteriorating student academic performance.

Schools in Botswana had many cases of violence and indiscipline which intersected teaching and learning process and was portrayed through bullying, drug abuse, vandalism, un-excusable absence, inability to do class work and stealing (Matsoga, 2013). For example, in 2013 one of the secondary schools, students stole ethanol from a biology lab which they drunk, with some losing their sight and others their lives (Banda, 2014). A 19-year-old boy from another secondary school committed suicide after fighting with another student over a plate (Maleke, 2013). All this happened because the students disobeyed the rules and regulations that were made to correct their behavior. The researchers however did not research on how school rules impacted discipline and KCSE performance, thus the need for this study.

A study conducted on students' control through rules and regulations set by individual schools in Uganda was conducted and Kabandize (2014) found that the prefects, school councils, teachers, parents and disciplinary committee formulated rules and regulations. Students recalcitrant and disobey school rules causing indiscipline that leads to suspension of students from school just because they are not involved in making them (Kabandize, 2011).

Salzer-Morling (2010), together with Cotton (2010) meditates that the response of students to school rules can be a result of how teachers view them. Via a study about discipline of students in state funded schools in Oxford, United Kingdom it was concluded that deterioration in school discipline was as a result of students breaking the rules and regulations (Harris, 2015). However, this study too did not deal with how school rules affect performance of students.

In Scotland and Wales in 2019, the Elton Committee conducted a research on the



principles of discipline and disclosed that students committed verbal and physical abuse to their teachers. In Nigeria, breaking of school rules was rampant and discorded the normal operation of the school (Adeyemo, 2015). However, these researchers only studied discipline in schools without researching on how school rules and regulations influenced discipline hence the reason for this study. Are the school rules and regulations effective in enhancing discipline in secondary schools? These studies did not provide an answer causing a research gap. The aim of this study was therefore to determine if there was any relationship between school rules and strengthening discipline strategies and its effect on KCSE performance.

Okumbe (2018) insisted that rules are fabricated in schools so as to guide students on what to do and what not to do. Regulations are therefore authentic orders with a policy with the aim is to establish order in the school. Lupton and Jones (2012) agreed with Okumbe (2018) that schools need to affiliate sound practices such as emphasizing rules and regulations, collaborative leadership and good behavior among learners. School rules and regulations should reflect the acceptable behavior in an institution and a disciplined student should do the right thing at the right time (Kajubi, 2017). A disciplined student must also be at the right place at the right time (Bratton and Gold, 2013). However, in many schools, students waste time by lagging in the villages causing them to get to class late and miss classes and in return their academic performance is affected. In this case the ineffective rules and regulations on time management should be blamed.

Time is really treasurable and for any organization to be successful it needs to manage its time very well (Byarugaba, 2011). Depending on the efficiency of the rules the teachers, students and non-teaching staff need to always be on time. When

the school principal sets a good example on managing time, the school achieves success (Mafabi, 2013). In spite of this, many school activities do not follow the set timetable. The source of this issue needs to be identified.

Discipline in school should be valued more than other activities and be fully implemented (Clifford, 2013). Clifford went on to case that time in school is controlled by the school timetable which allocates time for teaching, lunch, break, assembly and sports. This is a form of the school rules and regulations. In the United States, Parkes and Thrift (2011) agreed with Clifford (2013) and discovered that time is a very precious instrument that commands how events will take place in the schools. On the contrary, in several secondary schools, assemblies took up time meant for other activities. This is a proof of mismanaging time. According to Byarugaba (2018) students understood that rules are helpful in changing their bad behavior and hence bringing order in schools. Mafabi et al (2018) also agreed with him and say that when rules are fair and consistent, the students' behavior is put under control. It therefore encourages students to do well in their academics.

The aim of school rules and regulations is to enable students realize that wrong doers should be punished. In support of this point Cotton (2000), declares that students think that rules should also teach them the relationship between their behaviors and the consequences of their mistakes. It is through discipline that the students in secondary schools in Kenya were reported to have positive approach towards life, develop skills for self-development and improve their performance in examinations as stated in Okumbe's (2018) study. Schools also develop good character in students which help them to fit in the school and society at large.

When a punishment is instilled on students for breaking school rules it tends to have negative impact on students. According to Docking's (2000) study, some punishments applied in the United Kingdom were remarked to be constructive while others were not proper but were instead used to inculcate fear among the students. Corporal punishment should not be used as it does not show change on the academic results or improve discipline (Canter, 2000) it rather educes resentment which causes unmanageable behavior among the students. This is so when most of the students are known to lie so as to avoid punishment.

The school rules and regulations are majorly designed to bring unity and order in the classrooms. According to (Machumu, 2011), school rules are meant for guidance of the school occupiers on what to do and what not to do. In one of the cases in Tanzania, Mosha (2006) discovered that teachers believed that peace, order and harmony in schools can be attained only if students are well disciplined. This means good behaviour among students, order in school and following the school rules create a great sense of unity and harmony in the school.

However, at times harmony in school is not achieved through rules and regulations. Learning from a study conducted by Kiggundu (2019) on how Discipline Management affects the academic performance in private secondary schools in Kenya, it discovered that many schools have written rules and regulations but some need changes and others are not congruous in their implementation causing students' anger which leads to strikes and violent behavior. Unfortunately, in some circumstances school administrators lead students in breaking the rules and regulations (Babbie, 2010). Many studies have researched on the divergence of resenting rules and regulations. Students tend to understand that rules and regulations

are meant to develop good conduct of students (Marcucci, 2020). This means good behavior, order in school, obeying school authority and self-control to bring about conducive environment in school. When students are being admitted to school, they are presented with a brochure that includes the rule and regulations. These rules attempt to describe all that the students should do and what they shouldn't do (Machumu, 2011). He added that the students' behavior and discipline is improved together with the academic performance of the same student.

Getting rid of students' behavioral problems can be difficult. However, some programs can be put in place to lessen the time school managers spent to deal with school discipline. Management of secondary schools involves working with and through students to fulfill organizational goals using rules and regulations (Mafabi, 2019). Misbehaviour inside classrooms, by breaking school rules, through criminal deeds and very serious infringing of school rules should be dealt with in different ways.

Some examples of school rules and regulation include: attend school every school day, be neat and clean all times by adhering to school attire, be accountable and behave safely, be respectful to teachers, helpers and other school staff at all times, treating one another with dignity, and protect one's property, the school and others. Harassment, bullying and illegal behavior are not allowed in school as they are acts of indiscipline (Magadla, 2017).

For the students to follow the school rules and regulations it has to depend on attributes of their upbringing and social environment as defining variables. If the society has no proper order, then the students will definitely be in disciplined

(Grossnickle & Frank 2016). A good example is a country like South Africa which has the highest numbers of criminal violence. It has resulted to classroom violence being very rampant (McGregory, 2006). Another school which is located in a socially disturbed area, bad peer groups sway the students and they end up having poor grades in school.

Poor management of discipline by teachers causes conflict of the rules both at home and in school. Some students tend to knowingly repudiate the rules and in order to test the teachers to check which rules are working and which are not. For example, in Taita-Taveta form four students in Murray secondary school sneaked out of the school premises without permission from the teachers after a trip was cancelled. They were later suspended. Kalanza (2010) marked the fact that some school managers who are unqualified are the major contributors to chaos in school. Cases of students' restlessness have heightened in the past few years. This has made students to be anatomized and attacked. This criticism has been attributed to less effective rules and regulations causing students to be undisciplined (Kiprop, 2017).

Parental care and conducive social environment are the key factors that form a child's behavior. In regard to Kiprop (2017), corporal punishment introduces fear on a child and does not discipline the child. It instead prevents the child's normal growth and display of talents. One of the best strategies to discipline children is guidance and counseling though it has a long way to go. Corporal punishment has been termed a form of force over the children as stated in the Children Act 2001 laws of Kenya. What is regarded as physical abuse is the hurting of the child through deliberate use of excess physical force on child (World Health Organization, 2010). The examples include hitting, beating, kicking, strangling, burning, poisoning shaking and

suffocating.

Harris (2015), declares that what a group views as morally acceptable behavior is what every individual in this group should uphold. Therefore, the schools formulate rules that guide several styles of living of students stating what to do and what not to do (Okumbe, 2008). Regulations are precise orders whose purpose is to promote order in the school set up. Therefore, rules and regulations define the standard behavior that teachers and students are expected to follow. According to McGregory, (2006) the supports Okumbe, schools have well defined practices that comprise of collaborative leadership, emphasizing rules and regulations and lastly good behavior. However, the effect of school rules and regulation as teachers' discipline management strategy on school academic performance was not mentioned by the researchers.

Potential school rules widely contribute to achieving the school's academic goals. Several secondary schools go through many indiscipline cases. Acceptable discipline guides the student to achieve desirable behavior (Wood, Nicholson, Findley 2015). The learners and educator's daily performance will be effortless if the students are indisciplined. Therefore, co-operative learning can be a solution (Gawe, Vakalisa & Jacobs, 2011). Responsible students and teaching staff are achieved through effective school rules. Dunham (2014) proposed that the capacity of an educator to practice effective discipline is very critical. Efficient rules and good discipline, establishes a good image of the school and makes the students ready for the future.

The effective school and classroom rules can result to efficacious teaching and learning and hence contributes to a positive academic performance in secondary schools. According to Sonn (2019), in schools that do not have operative rules, it is

very hard to manage discipline. As a result, the teachers and students become demotivated and disheartened. In this less motivating environment, academic performance is also poor. In a school without sufficient school rules in discipline prevails and the educators don't teach well. This is the cause of poor grades for the students. Positive academic performance is achieved when there are effective and well reinforced school rules that drive the students to have self-discipline.

Indiscipline in schools results in high rate of students' academic failure. Parents and teachers ought to come together to exact adequate discipline on the students (Visser, 2019). The school environment is not very different from the home environment hence, the rules practiced at school should also be applied at home and this becomes a good recipe for achieving excellent academic performance. The teachers also will have to start at the discipline entry behaviour of the student instead of starting from the scratch.

From a transmitted perspective, teachers believe that the classroom must be quiet and orderly. Some principals assent that an orderly and quiet class shows that the class is adherent to the school rules. However, as schools progress towards cooperative learning where students actively take part in decision making, teachers use various activities such as discussing of ideas which in most cases causes noise in the classroom. It would be therefore a mistake for the principals to conclude that these students are not learning and that they are not obeying school rules by the fact that they are noisy in the class (Carr, 2018).

Efficient classroom management and classroom sequence are basic prerequisite for consideration in the educational process. They are therefore considered to be the main

instigation facing teachers as teachers complain that mastering order in the classroom requires much energy, is time consuming and tender. Therefore, teachers are careful when instilling discipline in students. Taylor (2017), declares that a good teacher is judged by how he/she manages the class. With several teachers not wanting to sanction the students, the pressure to manage the classrooms order keeps on beefing up. If a particular teacher never sends a student to the principal's office for punishment, the administrators see that as proof that the teacher is doing a good job in disciplining the students in class (Visser, 2019).

Teachers face discipline problems from some of the students in the classroom that affect their teaching and this include improper talking in class, disobedience, frequent absence, lack of attention and refusal to do tasks like homework and assignments. Visser (2019) asserts that there is no instruction without any trouble as long as the classroom has different achievement targets and different personalities. Tull and Hawking (2016) performed a study in Zimbabwe assessing the role of students' attitude in predetermining the behaviour of secondary school students. The study findings disclosed that the understanding of how students rate school rules and regulations and also their willingness to obey these rules could be used to gage whether they are disciplined or not.

The researchers admit that perception affects students' reaction to objects and situations in either favorable or unfavorable ways. This situation can be viewed as an atmosphere that an individual creates towards other people or things in their own environment. Tull and Hawking' (2016) conducted a study which comprised a sample population of ten secondary schools, fifty students who were randomly sampled and ten teachers and purposive sampling was used.



By having differences between Zimbabwe and Kenya, this study revealed that there is a need to determine the effect of school rules as they promote discipline in Kenya. Further, this study assessed how attitude could be used in prediction of behavior among students. This study focused on the effect of suspension in improving the students' performance in KCSE examinations when used as teachers' discipline management strategy.

Alston (2018) performed another study titled: Student Discipline in South Africa: Problems and Solutions. According to the study, it was detected that most teachers face various cases of indiscipline each day. At the ban of corporal punishment, most teachers were not in a position to tackle the indiscipline issues. Even teachers who were in a position to deal with the cases sometimes found themselves straining.

According to a research by Du Plessis (2018) that was done in South Africa titled Exploring Secondary School Educator Experiences of School Violence, it was found that teachers are commonly terrified of students resisting them in the classrooms. Many teachers had to deal with a student speaking forcefully in class in spite of this resistance not taking place every day. After Gottfredson from John Hopkins University analyzed data from over 600 secondary schools, he found that the rules were not clear, students did not believe in the rules, teachers and administrators didn't know the rules they were using, teacher-administration cooperation was poor, students' misconduct was not noticed and schools lacked resources for teaching as some of the characteristics associated with school discipline (Gottfredson, 2019).

Most students in Kenyan secondary schools are in their adolescent stage where they can easily be influenced to develop a negative tendency towards school rules and

regulation (Kamau & Njenga, 2019). This is because students at the adolescent stage in life are known to resist everything even if it is meant to benefit them. The students' negative attitude towards school rules has very negative effects on the implementation of school rules and regulation in secondary schools. Kamau and Njenga (2019) carried out a study in Kiambaa Constituency, Central Province, Kenya aiming at assessing how the negative attitude prevented the effective appliance of school rules and regulation in secondary schools in Kenya.

The bottom-line of the study is that formation of the right attitude is basic to the education process and a vital organ in the implementation of school rules and regulations. The study population comprised of seven secondary schools from Kiambaa Constituency, fourteen teachers and one hundred and fifty students who were randomly sampled. Based on the results of the study, it was implied that the right attitude from teachers and students promotes an auspicious enforcement of school rules and regulations. The use of Punishment to enforce discipline is supposed to be constructive and educational and not detrimental. In order to educate and nurture values of respect and honor by the learner rather than to seek revenge and humiliate him/ her is the main aim of sound discipline (Gottfredson, 2019). The enforcement of school rules and regulations while meeting these aims is a big challenge in most secondary schools.

McKenzie and Rutto (2018) noted that often orderly schools are able to balance clearly the many established rules with a care for the students while small alternative schools maintain order with fewer formal rules. According to Rono (2016) study on use of guidance and counseling in secondary schools and to sustain discipline revealed that the administrators' job was hard like the combination of judge and jury.

He/she listens to all the evidence and comes up with the best possible decision in giving a lasting solution.

Wanja (2010) conducted another study on the challenges faced by principals when enhancing student's discipline in secondary schools in Tigania District, Kenya. The study discovered that some of the challenges faced include: Interference from politics, interference from the parents, inadequate or no support from the leaders, teachers being bad role models and inappropriate knowledge on school rules and abuse of drugs and substances among students. The implication of these findings is that the effective methods for enforcing school rules and regulations vary from one society to another.

The studies above had one loophole which was the failure to look at how the teacher's discipline management strategies affect the students' academic performance. Therefore, this study attempted to fill the gap.

## **2.6 Study Gap**

The reviewed literature clearly indicates that, there were several discipline management strategies used by teachers. Mussa, (2015), Galabawa et al (2014) and Lyamtane (2015) were some of the studies reviewed. They highlighted that factors that led to changing performance in school. They included availability of teachers, presence of teaching and learning resources and language communication. According to Omari, (2015) school discipline greatly affects performance in schools.

One of the greatly used strategies by the principals to manage discipline was guidance and counseling. According to Wango (2016) the provision of guidance and

counseling programmes is determined largely by the individual school administrators. Many schools that had peer counselors had already trained and oriented them into counseling while a few had not. This finding tallied with that of Mbugua (2018) who indicated that of the schools that had counselors, 11% of them were untrained. According to Mbabazi and Bagaya (2013), guidance and counseling program is reinforced by students who efficiently take play the part of peer counselors and promote positive behavior change which eventually leads to improvement on the students' academic performance. In my view, among other strategies to manage discipline, guidance and counseling is one of them. On its own it may not tackle all discipline issues as it also has limitations and further research is to be made to assess its effect on student's KCSE performance.

On the students' council the literature review had the following conclusions. According to O'Relly (2013) schools are essentially humanistic organization when you compare them to other industrial enterprises. Therefore, there is a dire need to involve all the key players of the school including the students in decision making if any meaningful achievement is to be realized.

Reviewed literature on suspension as a discipline management strategy indicates that suspension for some learners acted as a reward and strengthened the form of behavior the teacher was hoping to eliminate (Stewart, 2009). Kindiki (2009) also contends that most of students who were suspended did not change their behavior and, in most of the incidences, they will portray the same behavior.

However, this study also did not reveal the effect of suspension on student KCSE performance. Simatwa (2012) observed that the effectiveness of suspension depended

on traditions set by the schools and their environment but as a sanction. Further he notes that this should be used sparingly. This concurs with Mugo (2016) who unveils that suspension was extremely used in secondary schools and was used mostly on habitual offenders. Mutua (2014) concurs in that suspension should be used at times as an alternative strategy meaning that it was not prominently used in secondary schools. The above studies did not look at the influence of suspension on student performance in KCSE.

On school rules literature was reviewed in the following topics: Students' participation in making school rules and regulations, the length to which rules and regulations promote discipline, management of time, rules and regulations as a way to make students know that the offenders are disciplined, issues arising from rules and regulations, attitude of teachers towards rules and regulations and difficulties that arise when enforcing rules and regulations in secondary schools.

Reviewed literature on the four independent variables identified no connection between the effects of teachers' use of the above variables as discipline management strategies on the KCSE performance of students and this justified the need for study to fill the gap. There has been little investigation on a possible link between academic performance and the strategies used by teachers to manage discipline in schools in both private and public secondary schools. The aim of this study is to fill this gap in the reviewed literature.

## **2.7 Theoretical Frame Work**

Systems Theory by Senge (1990) was the basis for the theoretical framework for the proposed study. Peter views the organization as a place where new and extensive

patterns of thinking are used, where people expand their ability to get new results that they are comfortable with and also a place where people are always learning and targets are set, where people strive to see the whole together. For the sake of this study common academic result are sought by the whole school.

Therefore, all the discipline strategies must work together towards the set target. According to peter the four disciplines in an organization are discussed below. The first one is system thinking which is considered as the cornerstone of the organization. Each member sees himself as a member connected to the whole and having interrelationships with other members of the institution. In this study, the school administration system is the core point from where all other strategies can be coordinated. Personnel mastery or continually clarifying and deepening our personnel vision, focusing on our energies, developing patience and seeing reality of objectivity is the second discipline. This is the work of guidance and counseling in schools.

The third discipline is how pictures and mental models affecting how we understand the world. When the students' council is involved in day to day schools' management, the students' view of their academic performance is heightened and they contribute more to school discipline.

The team learning process of aligning and building capacities of the team to create results its members truly its members truly desire is the third discipline. This is referred to as team learning. This is where students are suspended to pave way to the conducive environment for the other students. The integration of the discipline management strategies in management of discipline is geared towards good performance in KCSE. This systems theory was used to understand how guidance and

counseling, use of students' council, suspension of in disciplined students and school rules as discipline management strategies impacted the performance of students in KCSE in public secondary schools in Tharaka Nithi County.

## 2.8 Conceptual Framework

The independent variables for the teachers' discipline management strategies include: guidance and counseling, school rules, suspension of in disciplined students and students' council. The guiding question was; is there a significant effect of the teachers' discipline management strategies on the performance of students in KCSE? If so, then the results outcome has been influenced by the independent variables.

Independent Variables  
Variables

Intervening Variables

Dependent Variables

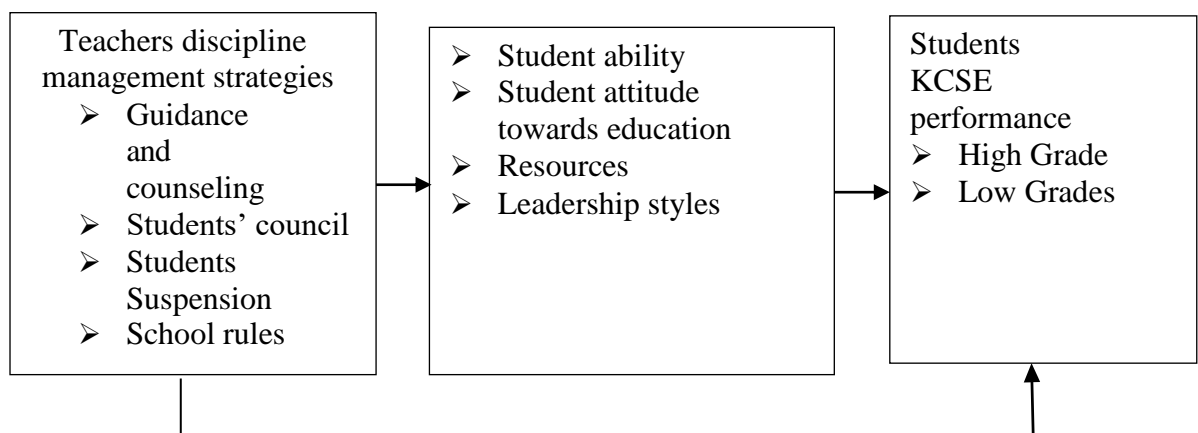


Figure 1: The relationship between teachers' discipline management strategies and student performance in KCSE relationship

The study however acknowledges that there are other factors that may affect student performance in the KCSE exams. The study only looked at student ability, students' attitude towards education facilities in the school and location of the school as the variables that may influence students' performance. The study's assumption was that

the students' attitudes towards education and their ability had no significant influence on their performance since those students had done well in their KCPE before joining secondary school. In order to ensure that other factors that affect student performance were controlled, eleven (11) schools which had been having infractions within five years before the study, their principals were included in the study. And their KCSE results used for this study.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

Chapter three describes the research methodology that was used to conduct this study. It describes the target population, sample size calculations involved in sample size calculation, research tools, and development of testing procedures, procedures to collect data, pilot testing, analysis of data, and the study variables measurements.

#### **3.2 Research Design**

This study employed descriptive survey research design. This design was suitable because it fits the nature of the study. According to Bryman (2012), survey design deals with counting the number of respondents with certain opinions, attitudes towards a specific object. For this study opinion was sought through questionnaires and interviews on whether the teachers discipline management strategies support students' performance in KCSE or not. Survey design was appropriate because it enabled seeking opinion from the whole of Tharaka Nithi County within a specific period of time. It also allows generalizing of the population's characteristics from a selected sample. This was appropriate since the researcher could not involve the whole population in data collection for the study.

#### **3.3 Location of the Study**

This study was performed in Tharaka Nithi County. The County is on the Eastern region of Kenya, two hundred and sixty kilometers from Nairobi. It has four (4) Sub-Counties: Maara, Meru South, Tharaka South and Tharaka North. The County was chosen because it had many cases of indiscipline. The other reason is that it was

observed that some discipline strategies wasted a lot of time. For example, students used a lot of time either in suspension or doing punishments students, which may have affected students’ performance.

### 3.4 Target Population of Schools

The study targeted all public secondary schools’ categories from Tharaka Nithi County. The total number of public schools that participated was 104 public schools. From these schools, 104 principals and 3480 teachers participated in the study. Table 1 below illustrates the distribution of the schools on category basis, out of which the accessible population was born.

Table 1:

*School Distribution by School Category*

Boys Schools	Girls’ Schools	Mixed Schools	Total
10	17	77	104

### 3.5 Respondents

Research data were obtained from 21 public secondary schools (21 principals) and (346) teachers in Tharaka Nithi County. The role of the principal is to plan, organize, and coordinate all school activities. Besides, he or she is the head of the disciplinary council. Therefore, school principals keep records of students’ indiscipline cases and are responsible for informing parents and other stakeholders about students’ conduct. The principals also provided information about discipline management strategies and KCSE results from 2015 to 2017.

The study also used teachers as respondents. Teachers were used to get rid of any possible bias of the principals as the administrators of the schools. The teachers have

information about the discipline strategies used in their schools. They are aware of the status of guidance and counseling programs in the schools and are involved in making rules and reinforcement of discipline in the schools. They are also at the heart of academic performance in the school.

### **3.6 Sample Size and Sampling Procedure**

To determine the sample population that would participate in this study, the researcher followed Mugenda and Mugenda's (2013) rule of using the largest sample size to increase precision based on available time and resources. Therefore, Mugenda and Mugenda (2013) propose that when using a large population size above 1000, 10% of the total population should be sampled. If the target population size is below 1000, 30% of this population should be used as the sample. Following this rule, 42 schools constituting 40% of the target population participated in the study.

The deployment of this sample size ensured that many schools from each category were represented to increase precision. The researcher used a stratified random sampling technique, which ensured that schools from all categories were proportionally sampled, as shown in Table 2. The stratified random sampling was appropriate because there were different categories of schools, namely: boys, girls and mixed schools. To determine the, teachers' sample size teachers, Krejcie and Morgans population sample table was used. Twenty-one (21) principals from the sampled school population participated in the survey. Eleven (11) principals were from schools which had infractions within five years before this study. Table 2 presents the sample of schools.

Table 2:

*Sample Schools*

School Category	Boys	%	Girls	%	Mixed	%
Sample size	4	9.5	7	16.7	31	73.8

n = 42 schools

In sampling of the principals, 21 principals whose schools were selected were included in the study. The researcher used Krejcie and Morgan (1990) table to determine the sample size of a known population, using sample size formula for finite population (see appendix vi). The number of the teachers is 3480 from the 104 public secondary schools in the County. Guided by the table of Krejcie and Morgan (2012), 346 teachers were randomly sampled to participate in the study. The sample size was drawn from each stratum depended on the population size. Cooper and Schindler (2011) contend that the researcher is responsible for making decisions on how the population sample should be allocated to different stratum. For this study, the difference between teachers' size from each school category (strata) and school type (stratum) was significant. Therefore, a stratified random sampling method was used to sample the teachers.

### **3.7 Research Instrument**

The following research instruments were used to collect data.

- i. Questionnaire for teachers (Appendix11)
- ii. Interview guide for Principals (Appendix111)
- iii. Secondary Data (Appendix IV)

The instruments were all developed by the researcher.

#### **3.7.1 Teachers' Questionnaire (TQ)**

The teachers' questionnaire was divided into different sections. Section A, comprised personal and school-related information. Section B comprised questionnaire items on performance, C comprised of guidance and counseling-related questions, section D comprised of items on suspensions, section E about student council and Section F on school rules. The questionnaires contained closed ended items.

The researcher used a questionnaire that had closed-ended questions since they dealt with facts. A closed-ended questionnaire was used to obtain primary data since they enabled information to be collected from many participants over a short study time. Besides, most research participants prefer questionnaires because they have more freedom to express their views anonymously.

According to, Borg and Gall (2003), questionnaires are more effective because they enable respondents to give detailed responses to complex issues. Secondly, questionnaires are popular because they are cost-effective and are easy to administer. Lastly, they are used because they are used to generate objective data. Therefore, the questionnaires for this study were structured to match the study objectives. This was exceptional for Section I which contains the demographic traits of the participants. Information was collected from the teachers detailing issues that affected the implementation of discipline management strategies in schools. Three hundred forty-six (346) questionnaires were administered to teachers to collect data.

### **3.7.2 Principals' Interview Guide**

The questions were divided into sections according to the research objectives. Section one contained items on guidance and counseling. Section two contained items on students' council. Section 3 contained items on suspension and Section 4

contained items on school rules. The questions contained open ended items. Open ended questions were used because they allowed the respondents who were the principals some freedom to express themselves and also allowed room for additional information if need be. Interview guides were useful because they made more participants cooperate with only a small percentage of the target population rejecting the request. Secondly, they allowed participants to give quality responses by taking advantage of the research participants' presence. Also, they enable multiple collections of data as they combine the use of questions, cross-examination, and probations (Owens, 2019). Lastly, interview guides enabled in-depth data collection from principals on whether teachers' discipline management strategies positively impacted students' academic performance during KCSE examinations.

### **3.7.3 Secondary Data**

In addition, the KCSE results for the 42 sampled public secondary schools were collected from the principals to be incorporated in the analysis. The results had analysis for individual schools. Records of KCSE Results for the sampled public secondary schools in Tharaka Nithi County were filled in a form. Results were collected for the year 2015, 2016 and 2017. An average mean for each school was computed against its performance. Secondary data was very appropriate for the study as it collected the full data of the intended schools. During the principals' interview, it was appropriate for the principal to give the results and the researcher filled in the data collection form.

### **3.8 Pilot of the Instruments**

A pilot study was performed involving 10% of the sample school population and

respondents were obtained from each school category. Four schools were selected in Tharaka Nithi County, where one was a boys' school, the other was a girls' school and two were mixed schools. These schools were not involved in the study. The questionnaires for thirty-five teachers were issued and collected after two weeks, the four principals were interviewed and the results of KCSE were collected. The data was then analyzed. The results were not incorporated in the study results.

### **3.9 Validity of the Instruments**

Validity is the degree to which obtained and analyzed data represents the phenomenon under investigation (Orodho, 2009). It is whether a research instrument adequately covers a topic. A research instrument's validity can be enhanced by obtaining a judgment from an expert (Kumar, 2009). In ensuring that the questionnaire covered the project's scope, the researcher involved supervisors in verifying the research instruments. Also, an expert was consulted to evaluate the research instruments by identifying weaknesses and adjusting them accordingly. To ensure the validity of the instruments, a pilot study was performed to pre-test the data-collection tools. The pilot study was carried out in ten (10) schools, and these schools were not included in the main study. Results from the pilot study were used to modify the results from the interview sessions and questionnaires.

### **3.10 Reliability of the Instruments**

Reliability refers to the degree to which a research instrument gives consistent measurements (Bryman, 2012). To be precise, it is the extent to which similar results are produced when measurements are administered repetitively (Sushil & Verma, 2010). A pilot study on 10% of the sampled schools and respondents was performed

and then Cronbach's Alpha reliability index was employed to validate the reliability. In determining the reliability of the instruments, Smith (2003) contends that the most reliable research instrument should have an alpha index of 0.8 and above. In this study, the value 0.869 was obtained as the alpha index from the questionnaire responses given by teachers and this was considered good enough to indicate that the instruments were reliable. Interview reliability was validated by the order of the questions and how they were administered.

### **3.11 Data Collection Procedures**

The study first got a clearance letter to carry out research from the School of Education of Maasai Mara University. Permit to carry out the study was sought from NACOSTI. The Director of Education in the county gave permission to do the research in the County. The study was granted the written permission. The County Commissioner also gave permission to conduct research in the Tharaka Nithi County. From there the researcher made visits to the sampled schools. For every school that was visited, an ethical clearance letter from the Ministry of Education and an introduction letter from the university were presented. The researcher then presented questionnaire to the school teachers and gave them one week to complete the questionnaires. The researcher asked the principals interview questions and recorded. The researcher then asked the principals to provide the KCSE results of year 2015 to 2017. The results were filled in a form.

### **3.12 Data Analysis**

Research data that was collected using questionnaires was sorted, edited, and coded. Coding refers to dividing responses into different categories and expressing them in



tables (Mugenda & Mugenda, 2003). After coding, the data was fed into the computer. To analyze the data, Pearson r with the help of Statistical Package for Social Sciences (SPSS) software were used to establish the relationships. Also, descriptive statistics were used to present quantitative data. The quantitative data was then presented using tables, graphs, and pie charts. Data gathered from interviews was arranged according to different themes and transcribed. It was then presented in verbatim before the results were triangulated. Data analysis methods for each variable is shown in Table 3.

Table 3:

*Summary of the analysis*

Variable	Measure	Data analysis Method
Guidance and Counseling	G & C programmes	Pearson correlation
	Categories of guided students	Verbatim
	No. of trained teachers on G & C Peer counselors	
Students Council	Students' council	Pearson correlation
	Students' Council minutes	Verbatim
Suspension of Students	Suspension Criteria	Pearson correlation
	Time recovery schedules	Verbatim
	Set of rules	Pearson correlation
School rules	Display on notice boards	Verbatim
	Students/ parents signature on rules	Pearson correlation
KCSE	M. Grade and Mean score	Pearson correlation
		Verbatim

### **3.13 Ethical Considerations**

According to Mugenda (2011), ethics in research entails applying ethical standards during study planning, data analysis, results distribution, and application. It implies that a successful research project addresses logistics, ethics, and human relations issues (Orodho, 2019). For this study, the researcher presented an introduction letter to each respondent outlining the nature, purpose, and the research's significance. The researcher assured the respondents of data privacy and confidentiality by not writing their personal information and that of their schools on the data collection tools for remain anonymity and the information will not be used for other purposes apart from for this study. The study acknowledged the sources that were used in form of citations and referencing to avoid plagiarism.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Overview**

This chapter presents the results of data analysis and discussions of the study. The purpose of the study is to assess teachers' discipline management strategies and how they influence students' performance in Kenya Certificate of Secondary Education examinations in public secondary schools within Tharaka Nithi County. After administering the instruments, data was collected, coded, edited, organized and cleaned for analysis. This chapter discusses the organization, analysis and data presentation.

The study results are presented in the following order: response rate, the influence of teachers' discipline management strategies including guidance and counseling, students' council, suspension of undisciplined students and school rules on students' academic performance in KCSE in public secondary schools in Tharaka Nithi County. Subsequently, Pearson correlation coefficient,  $r$ , was computed for objective variables for the teachers. Data obtained from the interview guide was grouped according to various themes, transcribed and then presented verbatim for triangulation.

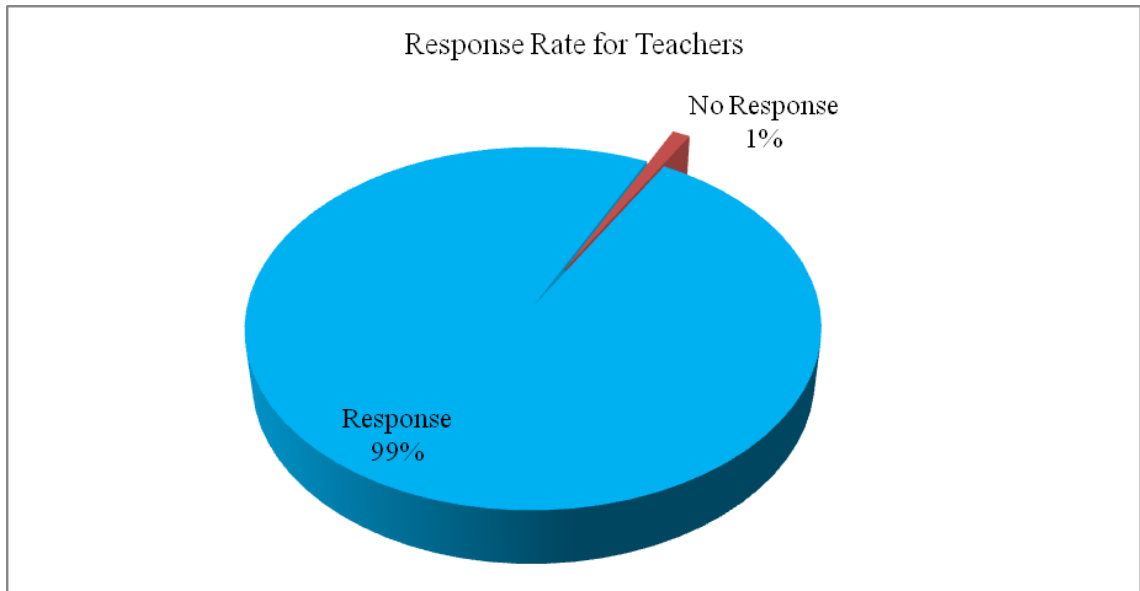
#### **4.2 Response Rate**

The respondents who participated in this study were principals and teachers from public secondary schools in Tharaka Nithi County. The number of principals sampled for interview was 21. During interviewing, all the 21(100%) were interviewed.

The number of questionnaires that were administered to the teachers was 346. Out of 346 questionnaires that were administered, 340 questionnaires were presented back which is a 99% return rate. This percentage of return rate was very high and thus, it

enhances the confidence of the study results as shown in Figure 2.

Figure 2: Teachers' response rate to questionnaires (in percentage form).



### 4.3 School Category

This study aimed at establishing the distribution of the respondents among the schools selected for this study. The results are represented in Table 4.

Table 4:

#### *School Category*

What is your School Category	Frequency	Percent
Boys School	4	10
Girls School	7	17.5
Mixed School	31	77.5
Total	42	100.0

Results in Table 4 indicate that majority of the schools studied were mixed schools,

thirty-one (77.5%). Pure boys' schools studied were four (10%) of the total sample while pure girls' schools were seven (17.5%) of the total sample.

#### **4.4 Data Analysis, Presentation and Interpretation of Results**

##### **4.4.1 Relationship between the use of Guidance and Counseling and KCSE Performance**

This study aimed at establishing the relationship between the implementation of Guidance and Counseling in schools and KCSE Performance.

To validate if the use of guidance counseling and performance in KCSE had any connection, hypothesis one was used.

*H<sub>01</sub>: There is no statistically significant relationship between the use of guidance and counseling and students' performance in KCSE in public secondary schools in Tharaka Nithi County.*

The test items based on a five Likert scale were subjected to descriptive statistics using SPSS software. The computational results are as presented in Table 5.

Table 5:

*Guidance and Counseling and Students Performance*

Statement	1	2	3	4	5	Mean	Std Deviation
My school has put in place a functional Guidance and Counseling department.	0	0.3	5	50.6	44.2	4.3860	0.5958
We have teachers trained on guidance and counseling.	0	0	5.3	35.7	59.1	3.5146	0.6302
I regard guidance and counseling as an effective strategy for managing discipline in our school	0	0	55.8	36.8	7.3	4.5380	0.5957
I occasionally invite professionals to offer guidance and counseling to our students	0	0.3	2	61.1	36.5	4.3392	0.5324
Students counseling services	0	5.3	56.7	35.7	2.3	3.3509	0.6172
My school only offer guidance and counseling to students with discipline problems.	15.8	54.1	25.1	4.1	0.9	2.2018	0.7830
You have group counseling in school	0	2.6	48.5	45.3	3.5	3.4971	0.6115
You have peer counseling in school	0	0	47.7	42.4	9.9	3.6228	0.6596
Class teachers participate in guidance &counseling	0	0	5.6	60.8	33.6	4.2807	0.5603
Dorm masters participate in guidance &Counseling.	0	0	2.0	43.0	55.0	4.5292	0.5394
Deputy Principal participates in guidance & Counseling.	0	0	0	59.9	40.1	4.4006	0.4907
The Principal participates in guidance & counseling.	0	0	0	31.6	68.4	4.6842	0.4655
Guidance and counseling is crucial to students as it positively influence their KCSE performance.	0	0	0	22.8	77.2	4.7719	0.4202
Average	1.2	4.8	19.5	40.8	33.7	4.0090	0.5770

Table 5 presents results of guidance and counseling and KCSE Performance.

According to Table 5, most teachers 319 (94.8%) strongly agreed that their schools had functional guidance and counseling departments. The number of teachers who neither agreed nor disagreed and those who disagreed was 17 (5%) and 1(0.3%) respectively. These findings imply that most schools have already adopted the government's policy to provide guidance and counseling services in schools. On whether the teachers had received training on guidance and counseling, most teachers 319(94.8%) agreed while 18(5.3%) were not sure of whether they were trained. No teacher disagreed. Although most of the teachers have done units in the training colleges this does not mean that they are specialists in guidance and counseling service. The training of the guidance and counseling teachers on the job is also limited to time and scope.

When asked on whether guidance and counseling was effective in managing discipline in the sample schools, 190 (55.8%) teachers disagreed, 125 (36.8%) agreed and 25 (7.3%) teachers strongly agreed. Lastly, 332 (97.6%) teachers agreed that professionals had been invited to their schools to offer guidance and counseling services to the students, 1(0.3%) teacher disagreed and 7(2%) were not sure. Although most teachers agreed that their schools invited professionals, some teachers were not sure of whether guidance and counseling was effective in managing discipline in their schools or not. It implies that there is need for more sensitization of teachers on the guidance and counseling as discipline management strategy. This is because some teachers may not have used this method of discipline management. Also, 193(56.7%) teachers did not agree or disagree that students sought guidance and counseling services voluntarily. It means that teachers were not sure of whether students used

guidance and counseling services or not.

This is a clear indicator that some teachers are not in touch with this important tool for discipline management. Schools should therefore have institutional policies on the use of this strategy. Out of 340 teachers 121(35.7%) were in agreement that schools should outline policies on the use of guidance and counseling services and 7(2%) teachers strongly agreed. On whether the schools offered guidance and counseling to only students with indiscipline issues, 54(15.8%) teachers strongly disagreed, 184(54.1%) disagreed, 85(25.1%) neither agreed nor disagreed and only 17(5%) of teachers agreed. It was concluded that guidance and counseling services were offered to all students notwithstanding the nature of their discipline. The teachers do not use the strategy further on individual students to arrest the problems before they manifest themselves. This means there is room for the teachers to identify individual students for counseling as an intervention measure to their behavior and thus performance in KCSE.

Almost half of the teachers 165 (48.5%) and 162(47.7%) were uncertain if their schools had group or peer counseling respectively. The teachers that agreed and strongly disagreed that group counseling was carried out in their schools were 154(45.3%) and 12(3.5%) respectively. 144(42.4%) and 34(9.9%) represented those that consented and dissented that peer counseling was done in their schools respectively. The results reveal that teachers are not well involved in guidance and counseling and cannot tell if their schools had group or peer counseling.

Three hundred and thirty-one teachers which is 97.4% consented that class teachers took part in guidance and counseling, 100% unanimous teachers agreed that the deputy principal also took part while 333(98%) teachers agreed that the dorm masters



were also involved in offering guidance and counseling services. 100% of the teachers consented that the use of guidance and counseling contributed majorly to the performance of students in KCSE while 262(77.2%) agreed strongly. While the results reveal that teachers agreed with guidance and counseling being used, the results also show that they disagree with the idea that students voluntarily seek guidance and counseling and that the school offer the services to students with discipline issues. With the computation showing that many teachers who responded agreed with the use of guidance and counseling, this ended up indicating that guidance and counseling was carried out well in public schools in the County of Tharaka Nithi. The weaknesses of using guidance and counseling can be reformed.

Table 5 results correlate with Kiprop (2014) findings about the difficulties that teachers and head teachers encounter in cultivating students' discipline in the post-paning period in Kenya, and also it reveals that they face problems while implementing the other strategies of discipline. The Kiprop's (2014) study again discovered that some secondary school teachers did not have the required skills and resources like books to implement these programs and those they felt that the ministry of education did not take into account this issue.

MOEST (2012) revealed that in secondary schools, guidance and counseling was not very stable and again it was not to great extent since the teachers didn't see the importance of offering guidance and counseling to individual students as it demanded lots of time and did not have instant results. Some students see it as weakness while others benefit from both routine and individual counseling carried out in the schools. Whereas some previous studies have shown that student restlessness is brought about by use of drugs and indiscipline among the students, this study by MOEST reveals

that lack of concern between students and teachers is the primary cause. This deficit can be well covered through guidance and counseling.

To assess the connection between use of guidance and counseling and performance of students in KCSE hypothesis 1 was used.

*H01: there is no statistically significant relationship between the use of counseling as teacher's discipline management strategy and student's performance in KCSE in public secondary schools in Tharaka Nithi County.*

Pearson product-moment correlation analysis was used by the researcher to validate the relationship. The KCSE mean of 3.247 was ran against the results of guidance and counseling at the mean of 4.0090 as shown in table 5. Table 6 represents the computation results.

Table 6:

*Pearson Correlation between Guidance and Counseling and KCSE Performance*

		KCSE performance	Guidance and counseling by Teachers
	Pearson Correlation	1	.165
KCSE performance	Sig. (2-tailed)		.002
	N	340	340
Guidance and counseling by Teachers	Pearson Correlation	.165	1
	Sig. (2-tailed)	.002	
	N	340	340

\* $p > .05$  (2-tailed);  $df = 338$ ;  $\alpha = 0.05$ .

Table 6 represents Pearson correlation between guidance and counseling and KCSE Performance. The computation produced a p-value of .002 and an r value of .165 at a df of 340 at an alpha level of .05 was computed as shown above in table 6. The rejection or retention of the null hypothesis was determined by p-value being less than the alpha level of 0.5 and it led to the null hypothesis being rejected. The variables  $r(340) = .165, p < .05$  were correlated. This means that the current performance in the county has been upheld by the strategy otherwise it would have been worse.

The following researchers are amongst people who support these findings. For example, Makinde, (2014) states that the differences in relationship among students, with the teachers, support staff, relatives or local community and with the school managers is termed as the most recurrent issue in secondary schools. The school counselors contribute a great deal in improving the students' personal and social values which better the students' behavior (Conger & Peterson 2014). This is despite challenges in way of relating increasing with the new generation (Horgan, 2013). These social values include love, humility, and showing mutual respect to people, tolerance, and integrity which are inculcated by counselors through individual or group interactions (Theodore, 2012). Secondary school counselors are encouraged to equip students with knowhow, which will help students to resolve their conflicts in a peaceful and more effective ways (KIE, 2013).

Emotions management is seen to be vital not only in academic performance but also in social behavior and physical health (Sheldon & Ames, 2019). Desensitization counseling strategy is termed as the best method that helps students to overcome fear

(Sindabi, 2012) and he also states that other strategies used to overcome fear among students and can influence their behaviour positively, admit fear, building self-esteem, relaxation and consultation during times of crisis (Loescher, 2017). Locke and Lathan (2020) specifies that evaluation is vital in making setting targets and is motivation to students as it shows how the programs have achieved. That is important in that if it has slowed down, more efforts may be necessary. When there is success and achievement through feedback, more efforts for improvement and creativity is seen. Through feedback and proper directing of the students via guidance and counseling the school can direct or even control the performance of the students.

Data collected from the interview schedule for principals was analyzed for triangulation purposes. The principals interviewed were twenty-one and the structured interview questions one to three asked had both open and close ended items on guidance and counseling. The questions (see Appendix III) that the principals who were picked purposively were asked and were constructed to source applicable information in connection to the strategies they used to manage discipline. From the 21 sampled interviewees who answered questions 1,2, and 3 (see Appendix III), 19 which is 90.4% had a guidance and counseling department while 2(9.5%) didn't have the it. When there is no department established for guidance and counseling this means that it is done or not and one cannot ascertain its effectiveness. However, there is effective guidance and counseling with 19 (90.4 %) having established functional guidance and counseling departments. The strategy is therefore effectively used in management of discipline of students and students' performance in KCSE. For example, the tenth principal to be interviewed said that:

*“For students, there is an office where a counselor offers counseling on a*

*personal basis, a committee that prepares counseling programs, peer counseling and a day that students and counselors are counseled together. In our school, guidance and counseling is largely practiced.”*

The importance of guidance and counseling is not only emphasized by the teachers but also by fellow students. It is organized in departments and into sessions and houses to meet a particular group's need. This strategy if effectively used can inform so many lives. The trained guidance and counseling teacher have capability of making the strategy effective in the school. There is strong indication that the training enables the teacher to identify assistant counselors from within and without. The trained teacher is able to break counseling sessions into effective manageable blocks, use fellow students in counseling, making it very effective. All the twenty-one principals interviewed stated that guidance and counseling has a positive impact on the performance of students in KCSE. The teachers who use guidance and counseling effectively have confidence to associate it with the good performance of students in KCSE.

When bad behavior is eliminated, there is a likelihood of students performing well in KCSE. There is need of lifting students' self-esteem in order for them to perform, not only academically but in all fields of life. Although the role of guidance and counseling in KCSE is not readily quantifiable, it plays a very important role in the exam performance strategy like time management.

According to Owino, (2015) Solving social relationship issues amongst learners is the top most goal of guidance and counseling as the relationships can remain for long time. The differences in relationship between students, with their teachers, support staff, relatives or local community and with the school administrators is seen as the

most persisting issue in secondary school (Makinde, (2014). The school counselors and the peer counselors contribute in improving the students' inter-student social values which rectify the students' behavior (Conger & Peterson 1984) this is despite the challenges in relations increasing (Horgan, 2013). These social values include love, humility, and mutual respect, tolerance, and integrity. These are instilled by counselors either through individual or group counselling (Theodore, 2012). These emotional adjustments in adolescents are the best strategy that brings about behavior change. If well directed the emotions can be instrumental to academic improvement.

All the principals interviewed, 21(100%) agreed that there is a relationship between guidance and counseling and students' performance in KCSE. This is in agreement with the findings in the Pearson r results from the teachers' questionnaires. It implies that guidance and counseling plays an important role in managing discipline in secondary schools and when used well, it can help improve the students' performance in KCSE.

#### **4.4.2 Relationship Between the use of Students' Council and KCSE Performance**

To test the relationship between student council and students' performance, Hypothesis 2 was used. *H<sub>02</sub>: There is no statistically significant relationship between the use of students' council as teachers' discipline management strategy and students' performance in KCSE in public secondary schools in Tharaka Nithi County.*

This phenomenon was placed on a five Likert scale and subjected into descriptive statistics using SPSS software. The computational results are as shown in Table 7 (see pg 128).

Table 7 represents the response by the teachers on the use of students' council. Students' council in Kenya consists of prefects. The result indicates that 255(75.1%) agreed and 77(22.5%) strongly agreed that principals frequently refine the role of the prefects. A very small proportion had a contrary opinion with 3 (0.9%) neutral, 3(0.9%) disagreeing and 2(0.6%) strongly disagreeing. Teachers had varied views on whether there was negative attitude of the students on the prefects.

Table 7:

*Students Council and KCSE Performance*

Statement	1	2	3	4	5	Mean	Std Deviation
The principal frequently refines the role of the prefects in the school	.6	.9	.9	75.1	22.5	4.1813	.53816
There is negative attitude of students towards the Prefects	9.9	38.3	30.1	18.1	3.5	2.6696	.99804
The appointment of the student's council is done democratically	0	2.3	46.5	44.2	7.0	3.5585	.65954
The council plays a very important role in the KCSE performance of students in the school	0	0	4.7	44.2	51.2	4.4649	.58595
The council plays a very important role in general discipline performance in the school	0	0	0	17.0	83.0	4.8304	.37582
Average	2.1	8.3	16.4	39.7	33.5	3.9	.6

The responses were: 34(9.9%) strongly disagreed, 130(38.3%) disagreed, 102(30.1%) neither disagreed nor agreed, 62(18.1%) agreed and 12(3.5%) strongly agreed that there is negative attitude of students towards the prefects. 150(44.2%) and 24(7%) of the teachers agreed and strongly agreed respectively that the appointment of students' council was done democratically while 158(46.5%) of them were not sure whether the appointment was democratic or not and 8(2.3%) disagreed. 164(48.2%) of the teachers disagreed that students had negative attitudes towards their prefects while 102(30.1%) were not sure whether these negative attitudes existed. 332(97.6%) of the teachers who responded also agreed that the principal frequently refined the role of the prefects in school.

On the role of the student council, almost all the teachers agreed that the student council plays an important role both in KCSE performance and general discipline of the students. 150(44.2%) and 174(51.2%) of the teachers agreed and strongly agreed respectively that the student council positively influenced the KCSE performance of students in schools. Likewise, 58(17%) and 282(83%) of the teachers agreed and strongly agreed respectively that students' councils are pivotal in the maintenance of general discipline performance in schools. On the role of the democracy of the council, 238(70%) and 102(30%) of the teachers agreed and strongly disagreed respectively that appointment of the student council is democratic. Most of the schools have followed the ministerial guidelines on students' council's election. The democratically elected council is very instrumental to the students' performance in KCSE.

Vibert and Shields (2013) researched on the involvement of students as an ability term. In accordance to ideality lenses gave three different meanings as follows;



techno-rational lens, interpretive student-centered lens and a critical/transformational lens. All these lenses exhibit different educational and political results. Through the critical/transformational lens, student leadership is considered as a way of procuring a fair and equal education system. McMahon and Portell's (2014) supports Vibert and Shields (2013) through the using of three prevailing concepts of student involvement which are; conservative or traditional conception, critical-democratic conception, and liberal or student-oriented view of involvement. The first conception captures student involvement in an orderly and accurate manner.

This involvement is witnessed when teachers and students engage in a common space which is democratic in orientation where personal behaviour change occurs (McMahon & Portelli, 2014). It also emphasizes on the students and educators' ability to rebuild the educational environment and high level of substantive involvement of the students. Effective teaching and learning can only occur when a positive and respectful rapport exists between students and teachers.

Mitra (2018) insists that school improvement is attributed to students' views in collaboration with the school leadership. However, sometimes consultation, programs which "partner teachers and students" had led to greater students' empowerment (Mitra, 2018). Students' voice programs empower young people to voice their opinions on school issues with the departments and managers. Therefore, student leaders who are selected democratically ensure the leadership has positive results and can apply laid down rules. This is the most ideal environment for academic performance.

Democracy is the power bestowed upon every individual in an organization to have a voice on the issues that affect them and enables them have a right of being treated with equality and their societies standing by the rules that before the law, all members are deemed equal (Mabovula, 2019). This is a situation where individuals feel appreciated and having equal chances, without being ill-assorted because of their race, gender, religion or ethnic group. As much as this is true, too much democracy in the learning institutions may be a form of dictation on what the students want, sometimes even the impossible with the available resources.

Democracy, in schools, is mostly used by educational leaders and the school stakeholders who include teachers, students, and representatives of the community which the school serves (Mabovula, 2019). Students come from different socio-economic backgrounds to join the school. There is therefore a high demand to comply with the rules and regulations so that discipline and a peaceful learning environment can be achieved (Saya, 2015). He goes further to state that student council assist in setting excellence in academics and play part in students' behavioral development. However, there is necessity to closely inspect students' council by the teachers and principals to make sure that they do not overstep their indicated roles and obligations.

These results contradict the findings of Nasibi (2013), who explicitly stated that school principals do not stress on the role of student council, these results also disagree with these findings in that election of students is not done by the fellow students. However, the same results agree with his findings in that the students' have a negative attitude towards the council. For negative attitude towards students' council to change, school managers must ensure that student council is appointed by the students directly. Through this the students get to decide who leads them. Prefects

should be encouraged by teachers to give peer guidance and counseling services to other students rather than have authority over them. They should also respect other students so that they can be in turn accorded the same respect (Nasibi, 2013). Nevertheless, one should also put into consideration that the teenagers have diversified personalities. Whereas students' council selected wholly by other students will please some, others will fight the selected council as a revenge for not being selected into the position.

Pearson product-moment correlation was used to further validate the relationship between use of students' council and student performance in KCSE which was the aim of the study.

To test the relationship between the use of students' council and KCSE performance hypothesis 2 was used. The results are as shown in Table 8.

*H02: There is no statistically significant relationship between the use of students' council as a teacher's discipline management strategy and students' performance in KCSE in public secondary schools in Tharaka Nithi County.*

The KCSE mean of 3.247 was ran against the results of the students' council at the mean of 3.9 shown in table 7. The results of Pearson Correlation between Student Council and KCSE Performance are shown in Table 8.

Table 8:

*Pearson Correlation between Students Council and KCSE Performance*

	KCSE Performance	Student council by Teachers
KCSE performance	Pearson Correlation	.091
	Sig. (2-tailed)	.093
	N	340
	Pearson Correlation	1
Student council by Teachers	Sig. (2-tailed)	.093
	N	340
	Pearson Correlation	.091
	Sig. (2-tailed)	.093

\* $p > .05$  (2-tailed);  $df = 340$ ;  $\alpha = 0.05$ .

As shown in Table 8, the connection between student council and KCSE performance in 42 public secondary schools in Tharaka Nithi County was validated using Pearson's Product Moment Correlation. Data obtained from questionnaire items 8 to 14 was fed into Likert scale form that got information on student council (see appendix III). A p-value of .93 and an r value of .091 at a df of 340 at an alpha level of .05 was computed as shown in table 8. The denial of the null hypothesis was determined the p-value (.093) being greater than alpha level of .05. Therefore, hypothesis two was accepted and conclusion was the use of students' council had no influence on the performance of students in KCSE.

Two variables  $r(340) = .091$  and  $p > .05$  were significant. Whereas students' council assists in management of discipline, it has no direct connection with students'

performance in KCSE. The way the students' council is elected determines its success or failure. In case the students are involved in the exercise, the outcome is likely to be acceptable as well. In a case where the students' council is not accepted by the students, it cannot work as a discipline strategy in students' performance in KCSE.

On the role of the democracy of the council, 238(70%) and 102(30%) of the principals agreed and strongly disagreed respectively that appointment of the students' council is democratic. I therefore retain hypothesis two and conclude that there isn't any connection between the use of students' council as a strategy used by the principal to manage discipline and students' performance in KCSE in Tharaka Nithi County public secondary schools.

After testing the hypothesis, data collected from interview from principals was also analyzed for triangulation purposes. The aim of this study was to validate if students' council have influence on students' performance in KCSE examinations in Tharaka Nithi County public secondary schools.

Asked to explain the procedure of appointing the students' council, the interviewed principals 17(89%) gave an account of two processes they have used in electing students' council. For example, principal 9 said,

*“Previously we used to have elections where students themselves choose their leaders but recently we have found that that provision is being miss-used. Students are choosing students which are popular who may not really assist in managing discipline in school so we changed that. Nowadays we have changed to where the student council is appointed by the teachers. Teachers in a meeting sit down, identify those students who are well disciplined then*

*they make the appointments.”*

The principals agreed that though previously there was a possibility that they fully involved the students in prefects 'elections, they later changed. This is because the students were choosing the popular students who did not assist in managing discipline in schools. This has been replaced by teachers electing students' council in a meeting. The principals supported the idea that the appointment of the students' council cannot be underestimated. The ability of the student should be considered. This can be done better by the teachers. However, the involvement of fellow students at one stage or another is very crucial. If the students are not involved there is a likelihood of the council to be rejected as teachers policing system in the school.

Whereas it is the rule to elect students democratically, it is the responsibility of the teachers to make sure that the right people are taking over the leadership positions. Students are known for liking a student who does their will. On the role of the student council, all the principals 21(100%) underscored the importance of the student council both in KCSE performance and general discipline of the students. 9(42.5%) and 12(57.5%) of the principals agreed and strongly agreed respectively that the students' council played a significant role in KCSE performance of students in schools. Likewise, 4(17.5%) and 17(82.5%) of the principals strongly respectively disagreed and agreed that student council plays an important role in general discipline performance in school.

The students' council is very important in management of students' discipline especially when the teachers are not around like in the dormitory at night, in classes, during public holidays and all the areas that teachers don't follow students. It also gives the students a chance to participate in the leadership of the school, thus making

them like their learning environment. This is very important in making the student settle well in order to learn. Magadla's (2017) supports students to fully be involved in making decisions and is strengthened by Njozela's (2018) point that school principals and other stakeholders should not undermine the students especially presented with an opportunity to improve their behaviour and maturity. Huddleston (2017) also supports this by adding that students should be involved in major areas like school's environment including teaching, learning, rules, and rewards and planning to easily adapt to schools. When the students are involved well in the management of the school, they attain a sense of belonging and ownership of the school than when they are not involved. Therefore, when a section of them are selected into the students' council to represent others, this then becomes an important strategy to manage discipline and thus improvement of academic performance.

Supporters of this idea justify themselves by saying that students are affected by the decisions directly and if their decisions are followed to the latter, the results would be pleasing (Sushila & Bakhda, 2016). Following this, the students would fully accept the decisions they made and the habit of dismissing them would not be reported since they participated in making them. In agreement with these findings, Musitwa (2013) aforesaid that there were three views that guided the extent of students' participation in making decisions. First view was that they were to receive guidelines from the teachers and parents and were expected to follow them to the latter. Second view was that they were to get involved to only a certain level. Supporting this point Musitwa (2014) states that teachers and school managers have a way of identifying the important issues which affect the students and have no direct advance on school stakeholders such as the toilets, lockers and play grounds. Student council is also not

allowed to take part in examinations, student evaluation, teacher appointment and other administrative matters (Grawal, 2014). Due to increase in students' distress in schools, calls to make decisions in Kenya have increased since they affect students in a direct way.

However, there are some researchers with contrasting views to these results, for example, Sifuna (2020) declares that despite the inception democracy through the multi-party politics in the 1900s, it has still remained an unachievable goal because the argument has tended to over stress the process to come up with democracy in institutions through the law as a requirement for democracy while they ignore the need to significantly change. Kanyinga (2016) asserts that Kenyan society has not consented the changes through permeating the socio-economic powers and reorganization of democratic schools. Responding to the increase of student unrests in secondary schools, calls to extent the students' involvement in decision making has advanced over the last few years (Kamuhanda, 2006; Ogot, 2013; Buhere, 2018; Kindiki, 2019).

The results from Pearson r indicated that students' council is not instrumental to the students' performance in KCSE. The results from the principals' interview show that a lot was done to engage the students into decision making. However, this did not match the students' performance in KCSE. With the many existing laws and policies regarding the learners, involvement in governing the school, no proof exists to show how it has formed the school stakeholders experience in Tharaka Nithi County.



#### **4.4.3 Relationship Between the Use of Suspension of Indisciplined Students and KCSE Performance**

The aim of this study is to establish the relationship between the use of suspension of in disciplined students and the performance of students in KCSE in Tharaka Nithi County public secondary schools. To validate this relationship, hypothesis three was used.

*H<sub>03</sub>: There is no statistically significant relationship between the use of suspension as teachers' discipline management strategy and students' performance in KCSE in public secondary schools in Tharaka Nithi County.*

The items that were tested were subjected to descriptive statistics using SPSS software. The Table 9 below represents the computation.

From Table 9, we see that all the teachers, that is, 100% agreed that in their schools the parents were immediately informed when their children were suspended from school. 281(82.5%) of the teachers agreed that they gave students warning before being suspended from school while 60 (17.5%) were not sure of this. On whether there is an arrangement for the suspended students to ensure they cover what they missed in during suspension, 291(82.5%) were non-committal to this question while on 51(15%) agreed and 315(92.5%) agreed. Majority 323(95%) of teachers strongly disagreed that suspension played a positive role in students' performance in KCSE; nine (2.5%) disagreed to this and another nine (2.5%) neither disagreed nor agreed.

Table 9:

*Suspension of indisciplined Students and Students Performance*

Statement	1	2	3	4	5	Mean	Std. Deviation
Teachers are allowed to suspend students from class	58.2	38.6	2.3	.9	0	1.4591	.59056
Only the principal can suspend students from school	0	2.3	1.8	36.8	59.1	4.5263	.65268
We have set maximum days students can be suspended from school	0	15.8	52.6	26.6	5.0	3.2076	.76250
Parents are informed immediately their children are suspended from school	0	0.0	13.2	39.5	47.4	4.3421	.69976
Students are given warning before being suspended from school	0	9.9	62.9	23.4	3.8	3.2105	.66510
Arrangements are made for student to recover what they missed during suspension	1.5	42.1	35.7	20.2	.6	2.7632	.80653
Suspension plays a positive role in students' performance in KCSE	88.3	1.5	2.0	.9	7.3	1.3743	1.09931
Average	21.1	15.7	24.4	21.2	17.6	2.9833	0.7538

The results discussed above are presented in Table 9. Suspension is not a strategy for improvement of students' performance as much time is wasted when the students are sent home. After suspension the teachers use a lot of time in cases. The suspended student is not scheduled time for recovery of the lost academic work. If this was done it would beat the purpose of the student being sent home. The students' suspension thus affects students' performance in KCSE negatively.

Results in Table 9 indicate that 198(58.2%) of teachers strongly disagreed, 131(38.6%) disagreed that teachers were allowed to suspend students from class. Only three (0.9%) agreed to this and a further eight (2.3%) neither agreed nor disagreed. To justify their response, 201(59.1%) strongly agreed and another 125 (36.8%) agreed that principals were the only people allowed to suspend students from school. Only six (1.8%) of the teachers were not sure and eight (2.3%) disagreed. On setting the maximum days the students can be suspended, the teachers had varied opinion with 179(52.6%) being neutral, 90(26.6%) agreed, 17(5%) strongly agreed while 53(15.8%) disagreed.

From Table 9, it further shows that 162(47.4%) of the teachers strongly agreed and 135(39.5%) agreed that in their schools the parents were immediately informed when their children were suspended from school while 45(13.2%) were not sure whether this is always done. On whether the students are warned before being suspended, 214(62.9%) of the teachers were not sure, 34 (9.9%) disagreed while 80(23.4%) agreed and only 13(3.8%) strongly agreed with the statement. Opinion of teachers on if there were arrangements for the suspended students to ensure they cover what they missed in during suspension varied with 144(42.1%) disagreeing, 122(35.7%) not sure, 69(20.2%) agreeing while six (1.5%) strongly disagreed and only two (0.6%)

strongly agreed with this arrangement. As to whether suspension played a positive role in students' performance in KCSE, majority 300(88.3%) of teachers strongly disagreed, six (1.5%) disagreed, seven (2%) not sure while three (0.9%) agreed and 25(7.3%) strongly agreed.

These results in Table 9 are in line with the Guidelines on the suspension of indiscipline Students in Kenya. They are comprehended in the Education Act (Cap 211) on school discipline rules. The suspended students are not allowed to attend classes and expected to stay away from school compound until the parent or guardian is acquainted of the outcome via a letter (Republic of Kenya, 1980). This notification should include reason for the suspension and its timelines for which the parent or guardian should apprehend. The principal should notify the BOM of the punishment and convene a meeting within 14 days. Though suspension as discipline strategy takes up lots of time, it makes sure there is good practices in suspending students as alternative strategy in disciplining students is followed. However, it is the responsibility of the principal to make arrangements for the time wasted by the learner during suspension.

An explanation to these results is that although students' engagement in risk behaviors impacts the safety and learning environment of the school, the risky behaviors could be effectively solved and discouraged by suspension of students from the school for a couple of days. Schools therefore, must do away with these risky behaviors such as violence as they no doubt negatively affect the school at some point since students spend about seven hours in school. They hope to do this through ISS and OSS programs so as to create a peaceful environment.

In agreement with the findings of suspension of indisciplined students and students'

discipline, some of it is done in magnified ways and for regular offences (Mugo, 2016). This is consent with Mutua (2014) who found that suspension was used at times as an alternative strategy meaning that it had not been given a lot of prominence. Smit (2010) establishes that violence tends to rise and students drop out of school in blame of suspension. Kindiki (2019) consents by adding that students who are suspended don't change their dispositions but end up doing it again even after suspension. He also found that it was the most common strategy used to discipline students. Therefore, suspension is not the best way to restore students' behavior. Rather it represses the behavior for some time but later comes back after some time (Skinner and subsequent researchers).

This study approved guidance and counseling because it helps students to realize their errors and change for better. Guidance of students on proper the use of information Communication Technology (ICT) can also minimize un sociable behavior among students. This means that the execution of suspension gives a little relieve for a while the student serves the suspension. Afterwards the student may come back with worse indiscipline issues than when they left the schools. The suspension should not last more than 10 days so as to consider the disability of the students as stated by the IDEA legislature (Goran and Gage, 2011).

However, they added that there isn't any clear reason if the students' behavior is associated to the disability. Emotional distress has also been connected to student suspension from school (Eklund, 2019). Suspending students with special needs will not help them change their behaviors because they learn differently from others and again they may misbehave when they get into problems (Goran & Gage, 2011). Focusing a head of the un pleasant behaviors of students may help students in the

future to learn from their wrong doings. Suspension whether approached from any angle affects students' performance in academics. It should be avoided whenever possible.

To test the relationship between suspension of undisciplined students and KCSE performance hypothesis 3 was used. *H03: There is no statistically significant relationship between suspension of undisciplined students and students' performance in KCSE in public secondary schools in Tharaka Nithi County.*

Pearson product moment correlation analysis was used to validate the relationship between suspension of in disciplined students and students 'performance in KCSE which is the aim of the study. The KCSE mean of 3.247 was ran against the results of the students' suspension at a mean of 2.9833 as indicated in table 9. Table 10 represents the results.

Table 10:

*Pearson Correlation between Suspension of Indisciplined Students and KCSE Performance*

		KCSE Performance	suspension of indiscipined Students
KCSE performance	Pearson Correlation	1	-.049
	Sig. (2-tailed)		.766
	N	340	340
Suspension by teachers	Pearson Correlation	-.049	1
	Sig. (2-tailed)	.766	
	N	340	340

\* $p > .05$  (2-tailed);  $df = 338$ ;  $\alpha = 0.05$ .

Just as indicated in Table 10, forty public secondary schools in Tharaka Nithi County were used in this study to collect the information. Questionnaire items 21 to 27 were used and put in a Likert scale form to give information on suspension of in disciplined students (see appendix III). The calculations gave a p-value of .766 and an r value of .049 at a df of 340 at an alpha level of .05. Table 10 displays the results. The p-value of .766 being greater than the r value of .049 decides if the null hypothesis will be denied or retained. The null hypothesis was accepted.

The researcher therefore accepted hypothesis three and concluded that there is no significant relationship between suspending students as teachers' discipline management strategy and KCSE performance among students in public secondary schools in Tharaka Nithi County. The two variables were moderately correlated ( $r(340) = .049, p < .05$ ).

The researcher therefore failed to reject the null hypothesis three and conclude that there is no significant relationship between the use of suspension of students as a teachers' discipline management strategy and students' performance in KCSE in public secondary schools in Tharaka Nithi County. After suspension the teachers use a lot of time in cases. The suspended student is not scheduled time for recovery of the lost academic work. If this was done it would beat the purpose of the student being sent home. The students' suspension thus affects students' performance in KCSE negatively.

An explanation to these results is that although the engagement of students in risk behaviors impacts the safety and the learning progress in the school, these behaviors could be effectively solved and discouraged by suspension of students from the school for a couple of days. Elsevier (2013) assents with these findings whereas

Skinner (2013) and some other researchers found out that punishment is not a platitude that changes behavior. Rather it hides behavior for a time and then resurfaces again. Therefore, positive augment is more effective way to inculcate new behaviors to students. Wilson, Lipsey and Derzon (2017) declare that because students spend at least seven hours in school, the school managers need to abolish the risky behaviors like violence through use of ISS and OSS in order to create a peaceful environment. As much as I agree with this, the role of the parents in students' academic performance should not be forgotten.

The aim of the study was to find out if there is a connection between suspension of in disciplined students as a strategy used by teachers to manage discipline and performance in KCSE. Structured interview questions 7 to 9(see appendix III) were used to interview twenty-one principals and gain important information on their discipline strategies. Out of the 21 interviewees, 100% had a definite guide on this strategy. This means that the teachers are guided by the code of regulations on the time spent on suspension and the procedure for suspension. However, the means do not justify the end. The damage caused by suspension is irreversible both academically and psychologically.

Most principals interviewed noted that suspension is done as the last resort when other avenues have failed. All the alternatives are tried before the student is suspended. Even other discipline management strategies like guidance and counseling can be used as an alternative to suspension. This is because of its dire consequences on academic performance of students. On whether there is an arrangement for the suspended students to ensure they cover what they missed in during suspension, 17(82.5%) were non-committal to this question while 3(15%) agreed and 1(2.5%)



strongly agreed. This means that the students who are suspended miss a lot of study time. One cannot expect them to do well academically compared to the disciplined students. No wonder majority 20(95%) of principals strongly disagreed that suspension played a positive role in students' performance in KCSE; 1(2.5%) agreed to this and another 1(2.5%) neither disagreed nor agreed. For example, principal 12 stated that,

*“Indiscipline among students leads to poor performance. Indiscipline cases will definitely lead to time wastage especially when the students are punished, they are out there when learning is in progress; they are not able to get anything from class and they are not able to perform. Suspension is not always the best because if you expect students to perform then you must ensure that they are in school all the time and are studying. In many cases there is a slight drop in performance of the students but there are those who are helped because they come back when they are serious and you find that they have changed and they do a lot and therefore they are able to do well”.*

Most of principals 17(82.5%) indicated that students are not assisted to cover the work lost during suspension. Suspension is given when other students are in academic progress and therefore the suspended student losses. This means a lot of wastage of students with academic abilities.

In general, majority of the principals faulted suspension of the indisciplined students as a strategy to KCSE performance. Skiba and Knesting (2011) in agreement to these sentiments stated that some of the wrongs the students do, do not deserve suspension and that suspension issues can be brought down by use of guidance and counseling, classroom management strategies, problem behavior tracking and evaluating the

mental health of students (Eklund, Smith, Bicard and Casey (2012).

Bosire, Sang, Kiumi and Mungai (2019) support the use of suspension and insists that the school managers to organize the school in a fair way so that teachers and parents can execute their duties in changing students' behavior in the best way possible. Sheldon and Epstein (2012) maintain that association between principals, teachers and parents have a great influence on the students' behavior. Principals are intended to play the pivotal role in reinforcing of school discipline and should towards train other stakeholders to gain from important information on using other disciplinary strategies in managing discipline in students. The use of suspension in schools can bring a new problem other than the one being managed. An example is when a candidate is suspended. This may lead not only losing academic time but also may lower self-esteem. If this happens then the students' academic performance will definitely be affected. Under such circumstances guidance and counseling may work as the alternative to suspension.

These results of the damage caused by suspension concur with the results from the Pearson r. The meaning is that whereas suspension has been used in management of discipline in schools, it has its disadvantages. The students lose a lot of study time and may not change the errant behavior hence interference with KCSE performance. It is therefore imperative that it can be avoided and if not be used as the last result.

#### **4.4.4 Relationship between the Use of School Rules and KCSE Performance**

To test the relationship between School Rules and students' performance, hypothesis 4 was used.

*H<sub>04</sub>: There is no statistically significant relationship between the use of School Rules*

*as teachers' discipline management strategy and students' performance in KCSE in public secondary schools in Tharaka Nithi County.*

The test items based on a five Likert scale were analyzed using descriptive statistics with the help of SPSS software. The calculations obtained are represented in table 11.

The results in Table 11 shows that 171(50.3%) of the teachers strongly agreed and 156(45.9%) agreed that their respective schools had a set of written rules. However, 10(2.9%) of the teachers were not sure on this while 3(0.9%) strongly disagreed. Majority 208(61.1%) of the teachers did agree that school rules have assisted in managing discipline with 130(38.3%) strongly agreed to this.

Table 11:

*School Rules by Teachers and Students Performance*

Statement	1	2	3	4	5	Mean	Std Deviation
Your school has a set of written rules	0.9	0	2.9	45.9	50.3	4.4474	0.64201
The school rules have assisted in managing discipline	0	0	0.6	61.1	38.3	4.3772	0.49733
The school rules are displayed in the dining hall and notice boards	0	0	74.0	24.6	1.5	3.2749	0.47877
Students and parents/guardians have signed to abide by the school rules upon admission into the school	0	28.1	36.0	33.9	2.0	3.0994	0.83301
Students are reminded about school rules regularly	0	0.6	34.8	48.0	16.7	3.8070	0.70869
Students are involved in the making of school rules	0	16.7	48.0	34.2	1.2	3.1988	0.71940
Time wasted in doing punishments is scheduled for recovery	1.2	48.8	33.0	14.6	2.3	2.6824	0.82314
The school rules play important role in Students' performance in KCSE	2.6	0	0	5.6	91.8	4.8392	0.67326
Average	0.6	11.8	28.7	33.5	25.5	3.7158	0.6718

On whether the rules are displayed in the dining halls and notice board, 252(74%) of the teachers could not confirm this (neither agreed nor disagreed) while 84(24.6%) agreed and only 5(1.5%) strongly agreed that the rules are displayed in the dining hall and notice board. As to whether the parents/guardians have signed to abide to the school rules upon admission, 122(36%) of the teachers were not sure whether this is done in their respective schools. 115 (33.9%) agreed, 7(2%) strongly agreed while a good number of teachers that is 96(28.1%) disagreed. Majority of the schools use the school rules to manage discipline.

School rules are policy matter by the government. There are no clear guidelines on how to implement this policy and the principals in their respective schools choose how to implement the policy. Whereas most of the schools have used the strategy to manage discipline, most of the schools have not displayed them on the notice board.

The rating by the teachers on whether students are regularly reminded of the school rules was varied. 163 (48%) agreed and 57(16.7%) strongly agreed while 118(34.8%) were not sure and 2(0.6%) disagreed. Another 163(48%) of the teachers were not sure whether students are involved in making school rules. However, 116(34.2%) agreed and 4(1.2%) strongly agreed that students are involved while 57(16.7%) disagreed. On whether time wasted in doing punishment was recovered, 166(48.8%) of the teachers disagreed and 112(33%) were non-committal on this statement. Only 50(14.6%) and 8(2.3%) agreed and strongly agreed respectively with 4(1.2%) strongly disagreeing. There was a very high rating by the teachers on the importance of student rules in KCSE performance with 312(91.8%) strongly agreeing and 19(5.6%) agreeing that school rules affect the performance of students in KCSE. Only 9(2.6%) strongly disagreed. The principals may not be willing to have the students

participate in making the rules as they would like to be choosy. No one would like to prescribe a horrible punishment to a crime they may commit at one time or another. The teachers are therefore given the responsibility of formulating the rules. This does not override on the need to involve the students in the making of the rules, otherwise they are likely to disown them and thus rebel against the set rules.

Parents and teachers need to come together to inculcate sufficient discipline on the students (Visser, 2019). There should be no difference between the school and home environment and so the rules practiced at school should also be put into practical use at home and this becomes a good formula for good academic performance. Mwiria, (2014) associated indiscipline in schools to improper management by teachers. Bad handling causes rules at home and at school to clash (Mwiria, 2014). Some students have a tendency to ignore the rules and more oftenly want to see if the rules are in force or not. An example is Taita Taveta form four students in Murray secondary school who left the school compound without permission from the teachers when a trip was cancelled. Due to this they were suspended. Some schools who have managers who are unqualified end up causing issues in schools. Chaplain (2013) declares that school rules are aimed at creating a conducive environment for learning.

Schools should not control the students number of those who to join the students' council and they should be given chance to challenge the rules when they are forming them (Classroom Discipline Plan, 2015; Arthur-Kelly et al 2016). However, students who have previously been involved in major discipline cases are not the most appropriated to make rules for the school. They may choose to select what befits their indisciplined bevaieur other than the school's discipline management.

To validate if school rules affect the performance of students in KCSE, hypothesis 4

was used.

*H04: There is no statistically significant relationship between the use of school rules as teachers' discipline management strategy and students' performance KCSE in public secondary schools in Tharaka Nithi County.*

The KCSE mean of 3.247 was ran against the results of the students' suspension at the mean of 3.7158 shown in table 11. The results of Pearson Correlation between School rules and KCSE Performance are shown in Table12.

Table 12:

*Pearson Correlation between School rules and KCSE performance*

		KCSE Performance	School rules by Teachers
KCSE performance	Pearson Correlation	1	.089
	Sig.(2-tailed)		.099
	N	340	340
	Pearson Correlation	.089	1
School rules by Teachers	Sig.(2tailed)	.099	
	N	340	
			340

\*p>.05 (2-tailed); 338; a = 0.05.

As indicated in Table 12, the data collected form questionnaire items 27 to 34 put in a Likert scale form provided the above information on school rules (see appendix III). The calculations provided a p-value of .099 and an r value of .089 at a df of 340 at an alpha of .05. The calculations are represented in table 12 and the two variables were significant ( $r = 340 = .089, p > .05$ ).

The relationship was compelling since the Pearson's correlation value was .089. The p-value being greater than chosen alpha level was used to find out if the null hypothesis would be denied or retained. Gottfredson from John Hopkins University researched 600 secondary schools and found out that many of the schools used unclear rules, students did not trust these rules, teachers and administrators were not acquainted with the rules, little association between teachers and administrators, students' indiscipline was ignored and lack of teaching resources. These were some of the distinguishing features of school discipline (Gottfredson, 2019). McKenzie and Rutto (2018) echoed the findings and noted that disciplined schools balanced clear and well written rules with a care for the students while small schools monitor discipline with fewer formal rules. The existent of school rules is what matters. Whether many, in big or small schools, what matters is how they are reinforced to maintain discipline hence the academic performance.

Rono (2016) discovered that the managers' task is more of a judge and a jury combined. He/she pays attention to all the assertions and comes up with the best judgment in giving a proper rebound. Wanja's research of secondary schools in Tigania District in Kenya understood that the following were the challenges secondary schools go through when fixing rules and regulations; political interference, parent's interference, law restriction, teachers being poor role models, students abusing drugs and improper knowledge on disciplinary actions (Wanja, 2010). This is detrimental to the discipline of schools involved and can as well affect the students' academic performance.

Influential parents hinder principals from suspending students in fear that the students will go back to school before finishing the suspension period (Nyaga, 2014). In



America, the principals are allowed to use suspended but they should first summon the students' parents in school to agree on the matter before suspending the student (Okumbe, 2011). In case suspension matters end up in court, most probably the principal loses because the students have rights as specified by the United States Supreme Court.

Twenty-one principals were asked questions 11 to 12 (see appendix III) which were formulated to provide information on their discipline management strategies. 17(80.95%) of the interviewees clearly formulated school rules while 4(19.04%) didn't clearly formulate school rules. For example, the fifth principal said that,

*“School rules and regulations in our school are formulated by the discipline committee although sometimes we consult the students. We have discipline committee, we have manuals on discipline, and we have a student council so we agree to formulate the rules. We even borrow from other areas and modify them to suit our purpose. Our rules are simple; it is an in-house thing and we just agree and follow them.”*

The discipline committee is set by the principals in their schools and it comprises of teachers. The students may not be considered mature enough at their teenage in making sound decisions. If they set rules, they are likely to incline on the ones which favor their teenage behaviors. However, the teachers have the responsibility of making sure the rules made are for the sake of the students' academic welfare.

Principals cannot work in isolation. Borrowing what others are doing helps the schools make better rules. Rules when made simple, they are easily implemented. The ministerial manuals can as well guide on the making of rules. All the principals indicated that there is a compelling influence of school rules on students'

performance in KCSE.

The fourteenth responded said that:

*“Indiscipline among students leads to poor performance. Indiscipline cases will definitely lead to time wastage especially when the students are punished, they are out there when learning is in progress; they are not able to get anything from class and they are not able to perform”.*

The principals agreed to value school rules on students' academic performance. All in all, there is a need to involve students in formulating school rules. The results show that students do not fully participate in making school rules in secondary schools but Aggrawal (2014) maintains that they can be allowed to take part in some school decisions. He further asserts that students who take part should not be restricted to what influence them directly but be included in making school rules and regulations (Simatwa, 2012) supported by (Njozela, 2018).

Fielding (2012) states that the age and exposure of students should influence how they get involved in decisions making in schools, though (Magadla, 2017) disagrees and proposes that students be provided with platforms to better their skills and degree of maturity so as to contribute more and more. In Ugandan schools, indiscipline is seen to be caused through by drug abuse in students who do so with hope to perform well in exams. Caning of students in Kenya was abolished following a Kenya Gazette notice of March 13, 2001 as it was associated to increased unrest in schools. Some parents to date have however proposed that students be caned to improve discipline and performance of students. However, the question is whether students would make a rule that advocate for corporal punishment given a chance.

The results of the computed Pearson  $r$  agree with the results of the interviews that the use of school rules does not aid in KCSE performance. The meaning is that schools need discipline in order to perform in KCSE. However, School rules are tools to discipline but do not have direct connection with KCSE performance. The school rules therefore can be used as a guide to discipline but not as a strategy for KCSE performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, discussions, conclusions, and recommendations emanating from the results of this study.

#### **5.2 Summary**

The study sought to assess the effects of teachers' discipline management strategies on students' performance in public secondary schools in Tharaka Nithi County. The specific study objectives included: To assess the influence of guidance and counseling as teachers' discipline management strategies on students' performance in KCSE. To ascertain the influence of students' councils as teachers' discipline management strategy on students, perform in KCSE. To establish the effects of students' suspension as teachers' discipline management strategy on students' performance in KCSE in public secondary schools in Tharaka Nithi County. To examine the effects of rules as used by the school teachers as discipline management strategy on students' performance in KCSE in public secondary schools in Tharaka Nithi County.

From the study's findings, most secondary schools frequently offered guidance and counseling services, showing a significant relationship between how students perform in KCSE in public secondary schools found in Tharaka Nithi County and the teachers' discipline management strategy. Thus, the hypothesis that there isn't meaningful relation between the use of guidance and counseling as a way of managing discipline by the teachers and how students perform in KCSE in public secondary schools in Tharaka Nithi County was null.

It was established that principals refine and emphasize the role of prefects in the schools. The respondents were undecided about whether there is a generally negative attitude towards prefects in the schools. It was established by the study that the appointment of students to students' council should be done democratically. Results showed that the students' council does not influence the students' performance in KCSE. Thus, the hypothesis that there is no meaningful relationship between the use of students' council as a way of managing discipline by the teachers and how students in public secondary schools in Tharaka Nithi County perform in KCSE was retained.

From the study, teachers are not allowed to suspend their students from the school, and only the principal can suspend students from the school. The schools have set maximum days in which students can be suspended from school. Parents in secondary schools are immediately informed that their children are suspended from school. The results revealed that students are given a prior warning before being suspended from school. However, results revealed that no arrangements are made for students to recover what they had missed during the suspension, negatively affecting their academic performance. Thus, the hypothesis that there is no meaningful connection between the use of suspension of undisciplined students as teachers' discipline management strategy and KCSE performance among students in public secondary schools in Tharaka Nithi County was retained. This is because there is no significant influence of suspension of undisciplined students and KCSE performance.

It was clear that students are reminded about school rules regularly. Most of the schools have a set of written rules, and the students and parents/guardians' signs to abide by them upon admission into the school. The students were found not to be sufficiently involved in the formulation of school rules. The study found no

connection between school rules' used as teachers' discipline management strategy and students' results in KCSE in public secondary schools in Tharaka Nithi County. Therefore, the hypothesis that there is no meaningful connection between the use of school rules as teachers' discipline management strategy and students' performance in KCSE in public secondary schools in Tharaka Nithi County was also retained.

## **5.2 Conclusions**

Students' performance is significantly influenced by guidance and counseling. From the findings of the study, there is a statistically meaningful influence of guidance and counseling on how learners perform in KCSE.

Students' councils have no statistically significant effect on KCSE performance as a discipline management strategy. The findings also revealed that the students' councils do not contribute to enhancing the performance statistically. These findings imply that the student council's as discipline management strategy is not likely to improve student performance.

On whether students' suspension enhances students' performance in KCSE, when used as teachers' discipline management strategy, the study concluded that increased student suspension does not positively affect students' performance.

On school rules as teachers' discipline management strategy, the results revealed that there is no statistically significant effect on KCSE performance. The results also indicated that increased use of school rules do not contribute to a unit change in student performance. School rules are, therefore, a tool for managing discipline with no effects on academic performance.

### **5.3 Recommendations of the Study**

The following recommendations were made by the researcher from the results obtained:

- i. The school management, teachers, and students should be aware of the significance of guidance and counseling services on students' performance since some schools rarely offer guidance and counseling services.
- ii. The study found out that some schools do not have functional guidance and counseling departments. The government, together with the school administration, should be more efficient in providing guidance and counseling. This can be done by the teachers' service commission appointing guidance and counseling teachers to office in each school.
- iii. This study indicated that there are many Guidance and counseling Teachers in secondary schools that are untrained on guidance and counseling. The Guidance and Counseling workforce should be supported by the government to further their studies to acquire the skills for them to be able to help and encourage learners to behave well. In return this will improve their academic performance.
- iv. The study found out that most schools do not involve the students in electing the students' council members. The school administration should involve the students in electing students' councils.
- v. The study found out that suspension has a negative tactical influence on students' performance in KCSE. Therefore, students' suspension as teachers' discipline management strategy should be reviewed to reinforce guidance and counseling.

This can be done by detecting the problematic students early enough to be subjected to guidance and counseling.

- vi. The study found out that school rules are a tool and not a discipline management strategy. Therefore, the study recommends that other alternative discipline management strategies be sought to supplement school rules in discipline management, thus improving KCSE performance.

#### **5.4 Suggestion for Further Studies**

Some areas were recommended for further research following the results of the above study:

- i. A study should be carried out in other counties on effects of disciplinary strategies on students' performance in public secondary schools, in order to compare the results with those of Tharaka Nithi County.
- ii. Study of effectiveness of other discipline strategies that have not been researched in this study should be carried out to determine their effects on students' academic performance.
- iii. A study should be done on students' views on discipline management strategies as they affect students' academic performance.
- iv. A comparative study should be done on the discipline management strategies as they affect students' academic performance in KCSE.



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## APPENDIX I: INTRODUCTION LETTER

Maasai Mara University

School of Education

CIEM Department

Po Box 861-20500

NAROK

0720530734

To The Principal -----

Dear Sir/ Madam,

I am a postgraduate student at **Maasai Mara University** currently undertaking a research on the topic: ***Influence of Teachers' Discipline Management Strategies on Students' Academic Performance in Public Secondary Schools in Tharaka Nithi County, Kenya.***

Through random sampling, your school has been selected to participate in this study. You are kindly requested to provide the much-needed information to enable the researcher carry out this study. All the information that you will provide will be kept confidential and anonymous and will only be used for the purpose of this study.

Your response will be highly appreciated. Thank you in advance,

Yours faithfully,

JACOB KINOTI NKARICHIA

## APPENDIX II: TEACHERS QUESTIONNAIRE

### PART A: GENERAL DATA

Please put a tick () in the responses given after each question or fill in as directed

What is your school category?

Boys school [  ] Girls school [  ] Mixed school [  ]

### PART B: QUESTIONNAIRES FOR THE TEACHERS

Kindly tick (✓) in the box the response that best describes your response using the following key:

5 = Strongly Agree 4= Agree 3 Neither agree nor disagree 2=Disagree 1- Strongly Disagree

	Statement	1	2	3	4	5
1	My school has put in place a functional guidance and counseling department.					
2	We have teachers trained on guidance and counseling.					
3	I regard guidance and counseling as an effective strategy for managing discipline in our school					
4	I occasionally invite professionals to offer guidance and counseling to our students					
5	Students voluntarily seek guidance & counseling services					
6	My school only offers guidance and counseling to students with discipline problems.					
7	You have group counseling in the school					
8	Guidance and Counseling plays important role in					

	students' performance in KCSE					
9	The appointment of the students' council is done democratically					
10	There is negative attitude of students towards the prefects/ council					
11	The council plays a very important role in general discipline performance in the school					
12	The principal regularly defines the role of students council in the school					
13	The Students' council is consulted during important decision making in the school					
14	The principal frequently defines the role of the prefects/ council in the school					
15	The students' council effectively manages the discipline in the school					
16	The students' council plays a very important role in the KCSE performance of students in the school					
17	Teachers in my school are allowed to suspend students from class					
18	Only the principal can suspend students from school					
19	In my school we have set maximum days students can be suspended from school					
20	Parents are informed immediately their children are suspended from school					

21	Students are given warning before being suspended from school					
22	Arrangements are made for students to recover what they missed during suspension					
23	Suspension is effective in managing discipline in the school					
24	Suspension plays a positive role in students' performance in KCSE					
25	The school rules have assisted in managing discipline					
26	The students are involved in the making of school rules					
27	The school rules are displayed in the dining hall and notice boards					
28	Students have signed to abide by the school rules upon admission into the school					
29	Parents/guardians have signed to abide by the school rules upon admission into the school					
30	Students are reminded about school rules regularly					
31	Your school has a set of written rules					
32	The school rules play an important role in students' performance in KCSE					

### **APPENDIX III: INTERVIEW GUIDE FOR PRINCIPALS**

**Please give the appropriate answers to the following questions**

1. Do you have a guidance and counseling department?
2. Do you have teachers trained for guidance and counseling in your school?
3. How effective has guidance and counseling been in your school as far as KCSE performance is concerned? Kindly provide details or describe a case in point.
4. How is the students' council elected in your school? Kindly give details.
5. Does the students' council assist in management of the discipline in the school?
6. What is the role of students' council in KCSE performance? Please explain.
7. Describe the criteria used in suspending students from your school.
8. Are the parents informed immediately a student is suspended from school? Give details.  
Are there arrangements made for the students who are suspended to recover the time lost?
9. What is the influence of suspension on KCSE?
10. How are school rules formulated in your school?
11. Are school rules useful in maintaining discipline in the school?
12. Do the school rules play any role in KCPE performance? Please explain.
13. Kindly provide KCSE results for years 2015, 2016 and 2017.

**APPENDIX 1V: KCSE RESULTS**

<b>No</b>	<b>KCSE</b>			<b>AVERAGE</b>
<b>YEAR</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	
1	3.2727	2.0263	2.135135	2.478045
2	3.967	2.381	2.470588	2.939529333
3	2.8485	1.8667	1.954545	2.223248333
4	3.2	2.98	3.067797	3.082599
5	3.58	2.8788	2.965517	3.141439
6	4	1.963	2.043478	2.668826
7	9.7887	7.0588	7.121212	7.989570667
8	4.4179	3	3.034483	3.484127667
9	3.75	3.1	3.125	3.325
10	4.2449	2.7848	2.808824	3.279508
11	4.4462	4.2414	4.257576	4.315058667
12	4.75	3.4615	3.653846	3.955115333
13	3.08	1.93	2.11111	2.373703333
14	4.51	2.74	2.92	3.39
15	2.938	3	3.157895	3.031965
16	5.0698	3.2632	3.416667	3.916555667
17	3.4	2.38	2.522727	2.767575667



18	3.9545	2.5385	2.791667	3.094889
19	3.69	2.588	2.84	3.039333333
20	3.5	2.38	2.603448	2.827816
21	4.65	2.24	2.958333	3.282777667
22	4.37	2.2	2.487805	3.019268333
23	4.0244	2.25	2.44898	2.907793333
24	4.71	2.785	2.980769	3.491923
25	4.8	3.29	3.414634	3.834878
26	3.29	2.29	2.407407	2.662469
27	2.26	2.21	2.329149	2.266383
28	3.4	2.44	3.894737	3.244912333
29	3.183	2.143	3.190476	2.838825333
30	2.5	2.6909	3.705882	2.965594
31	5.89	3.72	4.62069	4.743563333
32	2.93	2.5	3.333333	2.921111
33	3.5517	2.4242	3.129032	3.034977333
34	2.7	1.7	2.333333	2.244444333
35	4.52	2.43	2.958333	3.302777667
36	2.467	1.8	2.266667	2.177889
37	3.75	1.95	2.4	2.7

38	3.9	3.385	2.826087	3.370362333
39	4.07	3.36	3.372093	3.600697667
40	4.21	2.71	2.714286	3.211428667
41	2.7887	3	3.034483	2.941061
42	4.4462	4.2414	4.257576	4.315058667
	3.924266667	2.769559524	3.049180952	3.247669048


**APPENDIX VI: KREJCIE & MORGAN**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	1900	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<p><i>Note: N is population Size: S is Sample Siz Source: Krejcie &amp; Morgan</i></p> <p><i>1970</i></p>									


**APPENDIX VII: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MR. JACOB KINOTI NKARICHIA**  
**of MAASAI MARA UNIVERSITY, 0-60401**  
**CHOGORIA, has been permitted to**  
**conduct research in Tharaka-Nithi**  
**County**  
**on the topic: AN ASESMENT OF**  
**PRINCIPALS DISCIPLINE MANAGEMENT**  
**STRATEGIES AND THEIR IMPACT ON**  
**STUDENTS' ACADEMIC PERFORMANCE**  
**IN PUBLIC SECONDARY SCHOOLS IN**  
**THARAKA NITHI COUNTY, KENYA**  
**for the period ending:**  
**25th July,2018**

**Permit No : NACOSTI/P/17/07430/18478**  
**Date Of Issue : 26th July,2017**  
**Fee Received :Ksh 2000**



.....  
**Applicant's**  
**Signature**

  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**