

**EFFECTIVENESS OF MANAGEMENT PROCEDURES ON THE DEVELOPMENT
OF VALUES AMONG LEARNERS IN PUBLIC SECONDARY SCHOOLS IN
NAKURU COUNTY, KENYA**

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**A Thesis submitted to the School of Education in Partial Fulfillment of the
Requirements for the Award of the Degree of Doctor of Philosophy in Education
(Educational Administration) of Masaai Mara University**

2022

Declaration and Approval

Declaration

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

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Dedication

I dedicate this work to God who gave me physical and mental health to undertake and accomplish the work as required. I also dedicate this work to my husband John Musyoni Maingi, as well as to my dear children Jude Maingi Musyoni, James Malonza Musyoni, and Monica Syevutha Musyoni who encouraged and supported me throughout the compilation of this thesis. Your continuous love and prayers kept me encouraged and inspired me to undertake the research successfully.

Acknowledgment

I would like to express my gratitude to my supervisors, Prof. Beatrice N. Manyasi and Dr. Florence Mobegi, for their support, wisdom, and patience as I wrote this thesis. Your encouragement inspired me and helped me learn more about this research. Special thanks to members of staff of the school of education, Maasai Mara University for their patience, correction, and input in the study.

Special thanks to NACOSTI for permitting this study to take place in Nakuru County. I wish to thank the County Director of Education, Ministry of Education, Nakuru County, County Commissioner, Nakuru County, and all principals of public secondary schools for their cooperation in allowing the data collection exercise in their schools. I would also like to acknowledge all the school principals, teachers in charge of discipline, and students' representatives for their voluntary participation in the data collection exercise.

I would also want to thank my colleagues at Kaptembwo primary school, and most especially, the deputy headteacher, Mary Korir for their unwavering support without which the study would not have been successful. I wish to thank my classmates, Millicent Yugi, Margaret Nekesa, Margaret Mwarania, and the late Rose Okumu for their continued support and encouragement, and more especially, when issues about this study never went as planned, their positive attitude and team work made me remain focused. A special thank you to everyone else who helped me in some way but who I did not specifically acknowledge here.

I owe a big obligation of gratitude to this great support team for making the completion of this thesis possible. Godspeed, everyone. God bless you all.

Abstract

There have been numerous instances of student unrest and indiscipline in secondary schools across Kenya in the past three years, raising questions about the efficacy of the management techniques used. According to reports, student morale had significantly declined, which led to a high level of indiscipline in the majority of Nakuru County schools. It appears that the values produced by these techniques are at odds with what society expects from learners. The purpose of this study was to assess the effectiveness of management procedures in the development of values among learners in public secondary schools in Nakuru County. This study was guided by the following objectives which are: to establish the effectiveness of disciplinary procedures on the development of values among learners; to determine the effectiveness of student leadership selection procedures, on the development of values among learners; to find out the effectiveness of examination procedures on the development of values among learners, and to establish the effectiveness of guidance and counseling procedures on the development of values among learners in public secondary schools. The research philosophy guiding the study was the pragmatism philosophical paradigm. A descriptive research design was used for the investigation. In the 285 public secondary schools in the county, there were 285 principals, 285 teachers in charge of student behavior, and 285 student leaders who made up the target population. In the study, 86 principals, 86 student representatives, and 86 Form three class teachers were selected as the sample size. Of the target population, this made up 30.0%. The study used a multi-stage sampling strategy. In the investigation, both probability and non-probability sampling were used. First, the study chose schools and principals using cluster sampling. The sample of student leaders was then chosen using a straightforward random sampling procedure. The sample for teachers was chosen using purposive sampling technique. Quantitative data was gathered using a checklist. Utilizing both questionnaires and interview schedules, qualitative data was gathered. Teachers and principals received questionnaires, while students received focus group discussion guides and interview schedules. The questionnaires were subjected to reliability tests. Descriptive statistics like frequencies, means, and percentages were analyzed in the quantitative data analysis. The outputs were then presented in form of tables. Qualitative data were analyzed using thematic analyses and presented in prose form. Disciplinary procedures were found effective in developing values such as responsibility and obedience in at least 70% of the schools. However, the procedures were not effective in the development of values such as discipline, responsibility, integrity, peace, and obedience. Student leaders' appointment procedures in public secondary schools were not effective in creating values such as integrity, responsibility, and honesty in over 90% of the schools. Examination and assessment procedures employed helped develop values such as hard work, honesty, commitment, responsibility, and discipline in over 50% of the schools. Guidance and Counseling procedures were effective in developing values such as respect for teachers, responsibility, peace, sharing, and love in over 70% of the schools. Nevertheless, these values were less than 50% of the schools. However, Stakeholders such as educational officers such as the Ministry of Education, Teachers Service Commission, principals, and teachers may also use this information, as a guide to policy guidelines review or formulation concerning management procedures and values among learners.

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List of Abbreviations

AfL	Assessment for Learning
CA	Continuous Assessment
CATs	Continuous Assessment Tests
COMELEC	Commission on Elections
CR	Conditioned Response
CS	Conditioned Stimulus
IRIN	Integrated Regional Information Network
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
NACADA	National Authority for Campaign against Alcohol and Drug Abuse
NCLB	No Child Left Behind
WHO	World Health Organization
US	Unconditioned Stimulus

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter entails the background of the study, the problem statement, and purpose of the study, objectives, the research questions, the significance and justification of the study, the scope of the study, the limitation of the study, and the assumptions of the study. Generally, chapter one gives a synopsis of what the research is all about.

1.1 Background to the Study

Education is a strategy for teaching values that will help the student live a life that fits them while still adhering to society's norms and values (Gangola, 2015). Students are better able to achieve a prominent position in society when they develop the virtues of excellent behavior, self-confidence, and high ideals. Education without morals is similar to a flower without scent. Students need to understand that developing one's character is just as vital as developing one's career. The most challenging factor for a person's self-realization is having a good character in life (Patil, 2013). It is crucial to carefully consider management practices that help secondary school kids develop key values. Such procedures must be thought through carefully before being implemented, taking into account both the operational dynamics of the institution and the diversity of its students. (Mohan, 2016).

Value education has indeed been articulated primarily in terms of the development of values and morals such as integrity, self-control, dignity, duty, and commitment to the

individual's personality or character growth per se without putting them within the prevalent physical, cultural contexts and environments (Gulati & Pant, 2010). Student value development is essential to an institution's capacity to accomplish its mission. Work values are described as an evaluation standard or a group of requirements pertaining to work that direct a person's behavior (Vos, Buyens, & Schalk, 2005). They are principles or qualities that an individual perceives as having intrinsic worth. In other words, values are guiding principles that outlook, attitudes, and conduct. There are many different work value frameworks and structures that have been advocated, but everyone agrees that work values are intimately related to people's work attitudes and behaviors (Gahan & Abeysekera, 2009).

Students are invaluable assets and the most critical aspects of education (Nakpodia, 2010). Directing students to demonstrate appropriate attitudes and actions within and outside the school is utterly necessary. To create an orderly and healthy learning atmosphere and to uphold law and order, school administration lays out rules and regulations to govern the actions of educational organizational leaders (Ndeto, 2013). Discipline procedures are among the management practices used in schools. For schools to operate effectively, reasonable disciplinary policies and processes are necessary for resolving students' behavior issues. Additionally, a variety of disciplinary techniques, including exclusion, suspension and expulsion, corporal punishment, and civil rights issues, can be used to assist instill values in secondary school students (Nakpodia, 2010).

There appears to be a global decrease in the morals and values of learners in secondary schools. The majority of young people have learned to love, kindness, compassion,

dignity, prudence, integrity, and morality from a tender age and had ample self-discipline to uphold these values (Mokhtar, 2017). Nevertheless, as most younger generations increasingly disdain such ethics, the importance of such fundamental principles and self-discipline in education has been slowly eroding over time. Studies from countries including the United States of America, South Korea, and Jordan provide examples of this global tendency (Brimi, 2009; (Jarrar, 2013; Jeong, 2005). Governments throughout the world are working to ensure a change in the trend by instilling the ideals in schools because this tendency is alarming.

Without the presence of the values component, the educational program is often considered to be insufficient. The promotion of management practices and policies that encourage students to acquire values like integrity, respect, harmony, love, and tolerance is a priority in Malaysia (Habibah, Mahyuddin & Pihie, 2004). School administrators play a significant part in formulating and enforcing policies, practices, and behaviour modification strategies for the school. Bad behaviour is an indication of low-value levels. Therefore, the ultimate responsibility for the behavior of the students is a collective responsibility of parents, teachers, and community leaders, but also lies heavily on the school leadership's shoulders. It falls on the shoulders of the school administrator to put measures in place to deter disruptive behavior to ensure the smooth operation of the school and the achievement of its goals (Kinsler, 2013).

The declining trends in moral values among secondary school learners are also reported in most countries in Africa. For illustrate, the growing rate of moral values among adults and youth in Nigerian society raises questions about the country's moral and values

position (Ohwovorione, 2013). Disobedience to teachers and school prefects, which comprised a student body's collective wrongdoing and undesirable behaviors, was becoming more prevalent in Ghana (Ngwokabuenui, 2015). Similarly, South African schools experience ongoing moral and values crises (Louw, 2009). Studies conducted by Masath (2013) in Musoma, Tanzania, and Kiggundu (2009) in Wakiso, Uganda, in East Africa have shown similar results.

Different countries have different management procedures in place to enrich learners with values (Karachiwalla, 2010). Management procedures should be carefully grafted since their absence would have a consequence of negatively eroding values from learners and creating vices instead. in Zambia noted that the usage of the function of formative assessment has a significant influence made learners learning values such as commitment and hard work (Kapambwe, 2010). Continuous Assessment Tests (CATs) are an effective assessment method that allows students to learn and focus their efforts in those fields. There is a need for the school principal to give direction on setting achievement targets. The studies by Karachiwalla (2010) and Kapambwe (2010) demonstrate the fact that management procedures can be useful in the development of values among learners.

Anukul, Yodmalee, and Srirachalao (2015) noted that the Commission on Elections (COMELEC) is charged with the responsibility of conducting and overseeing the election of officers of the student council/government in Thailand. This shows how important the country regards the appointment of student leaders. School managers in secondary schools, thus need to ensure that elections or the appointment of student leaders are done in a manner that can provide learners with an opportunity to enrich themselves with

values from the process. This can be done by formulating laws, processes, guidelines, and regulations (Nooruddin & Baig, 2014). This is to say, the school management has an obligation of ensuring that appropriate student leaders' identification and appointment procedures are in place. Everybody would vote and nominate their chosen representative. These authors also noted that students observe the democratic process through the school election framework and choose presidents, group representatives, community chairmen, members of the college body, and student councils.

Appointment of weak student leaders can plunge a learning institution into chaos (Nabusoba & Waiswa, 2007). Student behavior that is contrary to the school norms and rules can negatively affect both students and teachers in the classroom. Misbehavior may disrupt learning for others, make it impossible for teachers to continue, and even lead to teacher burnout (Nooruddin & Baig, 2014). Resultant values from management procedures are important since they foster the creation of a good environment for learning. If not inculcated some of the problems that are likely to arise include, an undisciplined and undedicated workforce, the behavioral issues of adolescents such as intimidation, workplace abuse, and other large and small misconducts that contribute to a negative atmosphere for the school group. In Uganda, students' discipline had greatly deteriorated. It is the responsibility of the school management and parents to inculcate values, which help promote discipline among students (Kato, 2007; Tumutoreine, 2003).

According to Tallam *et al.* (2015) in most schools, indiscipline is very high, and one big problem of school indiscipline is bullying. Furthermore, the study concludes that most schools do have a discipline committee but are not successful. The worrying situation is

that school values in Kenya are steadily declining. Secondary school protests, the destruction of school property and structures, and blatant disdain for instructors are examples of this. Despite the Kenyan government's efforts to fund tuition and upgrade the educational system, many schools are still having trouble dealing with discipline issues and the students' sharp decline in moral standards (Macharia, Thinguri & Kiongo, 2014).

In Kenya, the 2013 Basic Education Act promotes more democracy where Section 36(1) specifies appropriate and acceptable disciplinary procedures that can help develop values among learners (Republic of Kenya, [RoK], 2013). Section 27 of the KNEC Act helps guide the need to have examination policies and procedures that promote integrity and honesty among the learners. The Act states that “Any person who gains access to examination material and knowingly reveals the contents, whether orally or in writing, to an unauthorized party, whether a candidate or not, will be in violation of Section 27 of the Kneec Act and the penalty will be imprisonment for a term not exceeding 10 years, or a fine not exceeding Sh2 million or both” (Oduor, 2021).

After the use of corporal punishment in schools was outlawed by legal notice 56/2001 (Republic of Kenya, 2001a), which instructed teachers to use other corrective measures that can help students develop positive values instead, the need for effective guidance and counseling programs in schools became even more urgent. Guidance and counseling were to take the lead in these programs. Because corporal punishment was connected with encouraging vices rather than values, this ban rendered legal Notice No. 40 of 1972 invalid. Guidance and counseling as an alternative to students' punishment and as a

therapy for psychosocial and other issues were expected to contribute to the development of values such as obedience, honesty, respect, and discipline.

In Kenya studies such as Simba et al. (2016) and, Mathai (2015) and Maina and Sindabi (2016) highlighted Kenya's rising student unrest as evidence. The research, however, did not look at management practices. Such social ills have negative effects on learning and society and are usually related to the lack of a sound value system for society as a whole.

Kenya's people and government have invested extensively in both enhancing access to and standard of education, in endeavoring to meet the pledge of citizenship, and in meeting the Sustainable Development Goals and Vision 2030 relevant to citizenship. However, despite the attempts made by the Ministry of Education to democratize the institutional structure in schooling, as demonstrated by the cane ban on schooling by the Kenya Gazette Legal Notice No.56 (MoE, 2001), secondary schools continued to suffer from the unrest. Students are not only violent and destructive, but also deliberate and planned, causing the greatest amount of harm to human life..

In Nakuru County, one teacher was killed in 2019 by three students from Hopewell Secondary School in Nakuru for confiscating a mobile phone that had been sneaked into the school (Macharia, 2019). One form three student from a high school in Kisii was reported to have stabbed two teachers after he was asked to kneel. Another more recent disturbing incident was reported when a student from Ainamoi secondary school swung a wooden plank at the principal on Wednesday, June 9th, 2021, driving the nail into the teacher's head. Moreover, Nakuru County has the highest cases of indiscipline compared

to the neighboring counties of Kajiado, Laikipia, and Baringo (Okindo, 2021; Nakuru Quality Assurance and Standard Office, 2018).

1.2 Statement of the Problem

The effectiveness of management procedures to instill values in students is what determines whether school operations are carried out correctly and promptly. Different strategies are required for various educational settings. Over 50 schools in 11 counties in Kenya were shut down in 2015 as a result of incidences of unrest linked to indiscipline. In most schools in Nakuru County, there are reportedly significant levels of disobedience. Many issues remain unanswered regarding the growth in student indiscipline, which is demonstrated by many strikes, property damage, the burning down of dorms, and the unprecedented closure of schools today. The circumstances in Nakuru County were so bad that it forced the temporary closure of the impacted schools and spread the same unruly attitude to the unaffected schools. Several public secondary schools were shut down indefinitely in January 2021 alone after students went on the rampage and set property worth millions of shillings on fire in an unsettling pattern of unrest. This was the general pattern before COVID-19's impact in the year 2020. Students have been damaged by this, particularly KCSE candidates getting ready for the national exams. Additionally, public secondary school students in Nakuru County have experienced a variety of health-related problems and difficulties, particularly teenage pregnancies, unsafe abortions, school abandonment, drug and alcohol misuse, and sexual assault. (Odhiambo, 2020; KSPA, cited in Ontiri, 2015). The ever-increasing trend of these student behaviours is evidence of the deterioration of values among the learners. These problems are highly experienced more in public secondary schools than in private secondary schools

(Odhiambo, 2020). Moreover, inappropriate student behaviours such as boycotts, strikes, and demonstrations were experienced in the Rongai sub-county in Nakuru County. During one of the 2012 strikes, students vandalized property and attacked two professors and foreign visitors when they traveled to Lake Baringo. This is a pattern seen in Nakuru County's secondary schools.

Parents, educators, and researchers are concerned about the high rate of declining values in many secondary schools in Nakuru County and believe strongly that these issues need to be looked into. Some stakeholders criticize the school administration and question the efficacy of the protocols set forth by the school administration to teach values to learners. However, this attribution could only be ascertained through the current study. In the county, student behaviour appears to be influenced by student leadership (Obiero, 2012). One expects inappropriate student behaviours to be regulated through management procedures. Continued instances of indiscipline may indicate that management strategies have not been successful in helping students develop the necessary values. There is a dearth of data about the efficiency of selection processes for student leaders, disciplinary policies and practices, examination and assessment processes, and guidance and counseling processes in fostering the development of values in students. The study, therefore, examined the effectiveness of management procedures in developing values among learners in public secondary schools in Nakuru County to help address the knowledge gap.

1.3 Purpose of the Study

The purpose of the study was to assess the effectiveness of management procedures in the development of values among learners in public secondary schools in Nakuru County.

1.4 Research Objectives

The specific objectives of the study

- i. To evaluate the effectiveness of disciplinary procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya
- ii. To determine the effectiveness of student leaders' appointment procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya.
- iii. To find out the effectiveness of examination procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya.
- iv. To establish the effectiveness of guidance and counseling procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya.

1.5 Research Questions

The following were the research questions of the study.

- i. How effective are disciplinary procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya?

- ii. How effective are student leaders' appointment procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya?
- iii. How effective are examination procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya?
- iv. How effective are Guidance and counseling procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya?

1.6 Significance of the Study

This study is significant since it brings to light the management procedures that develop values among learners in public secondary schools in Nakuru County. Such a study will be important to stakeholders such as educational officers, principals, and teachers who may also use this information as a guide to planning and reviewing policy guidelines concerning the management of students.

The school management will be able to appreciate and make decisions related to ensuring free and fair elections that uphold the acceptable virtues of democracy and governance. Right and focused leaders will be elected. The school principals can be able to have a deeper understanding of the management policies and procedures relative to their effectiveness. Therefore, they will be able to provide their contribution towards further review or formulation of policies. There will be a clear understanding as to whether there is a problem with the policies or their implementation, guided by the research findings. The management can also borrow from the study to find out what other schools are doing as far as the appointment of student leaders is concerned.

Teachers can be able to benefit, since the findings of this study, bring into perspective the effectiveness of the management policies and procedures, as well as highlighting areas of weaknesses in the policies. Such information will help the teachers concentrate on the issues affecting the implementation of these policies.

Students stand to gain from the study since they will be able to capture the best fit for the appointment of student leaders in secondary schools. The students will also understand that the appointment procedures present an opportunity for learning and enriching themselves with values. They will understand the resultant benefit accruing from adhering to laid down procedures.

Researchers and academicians stand to benefit in that, they will utilize the findings as reference materials in the pursuit of further knowledge creation through research, especially research related to the development of values among learners, through management procedures used by secondary school managers.

1.7 The Scope of the Study

This study was carried out in public secondary schools in Nakuru County among school principals, teachers, and student representatives. This is because the target respondents are in a strategic position to provide the information sought. The principals and teachers are involved in the implementation of management procedures and supportive policies. The confine of the study will be to examine the effectiveness of management procedures in the development of values among learners in public secondary schools in Nakuru County. The study is expected to last for twelve months.

1.8 Limitations of the Study

The limitations of the study were as follows:

- i. Regardless of its specificity, respondents can be hesitant to supply the details requested. To order to resolve this constraint, the respondents were told that the information received is confidential and must be notified of the intent of the research, which in this case was for scientific purposes only.
- ii. The study depended heavily on the questionnaires and was, therefore, likely to experience the inconvenience associated with its use. These drawbacks included not being able to spot deceptive replies by the researcher. To overcome these limitations, certain forms of data gathering, such as interview schedules and focus group meetings, were used.
- iii. The thesis focused on Nakuru County, whose performance parameters and characteristics influencing the outcome of the analysis could not represent the entire world. The situation in Nakuru may not necessarily apply to other counties, especially the rural parts of Kenya, where students the procedures appear to yield more value among learners. The researcher ensured fair representation of both urban and rural schools in the county. However, still it is possible to generalize the results to the rest of the world, but with caution.

1.9 Definitions of Key Terms

This section presents the definitions of key terms used in the study.

Corporal Punishment: This refers to a punishment that is intended to cause physical pain to a person. In this study, it refers to the disciplinary procedure applied to secondary school students which involves the use of physical force, such as spanking or slapping, as a means of discipline or to control a potentially dangerous situation.

Counseling: This relates to the professional guidance of the individual by utilizing psychological methods. In this study, it relates to assisting a mechanism that utilizes the protection of a specific partnership between the counselor and the counselor to discuss the counselor's emotions, feelings, and behaviors to utilize the counselor's tools to recover and improve.

Disciplinary procedure: This refers is a process for dealing with perceived employee misconduct. In this study secondary schools typically have a wide range of measures put in place to manage misconduct among students.

Effectiveness: In this study, this refers to the capability of the efficacy of management procedures in the development of values among learners in public secondary schools.

Examination and assessment procedures: This refers to measures and processes that are put in place by school managers to secondary school students are

properly evaluated and assessed according to a set of educational objectives or standards.

Guidance: This refers to advice given to students to help them make educational or personal decisions in this study this relates to all the practices made by the school that is mainly associated with making particular students consider themselves, thus the talents and potentials of their desires, preferences and. The advice often applies to suggestions provided to the students to show them the correct path to follow in their academic and social life.

Guidance and Counseling Procedures: This refers to rules and processes put in place by the school management to govern the services and programs that promote the personal/social, educational, and career development of students.

Integrity: This refers to when a learner possesses the quality of being honest and having strong moral principles that he or she refuses to change. That is total adherence to moral and ethical principles.

Management: This refers to the coordination and administration of tasks to achieve a goal. This refers to the school method of collaborating for and by staff, and promoting the attainment of organizational goals.

Management Procedures: These refer to a process of setting goals, planning, and/or controlling the organizing and leading the execution of any type of activity. This process is carried out by secondary school managers

Obedience: This refers to when students embrace the character doing what they are told to do. It refers to the art of adhering to instructions.

Public secondary school: This refers to a school that is managed, maintained, and funded by the government. In this study, it refers to an institution of learning offering elementary education, and that runs on public funds, usually government-imposed taxes. It's free for everyone to go to a primary or secondary public school.

Punctuality: This refers to the fact of students arriving, performing assigned tasks, or happening at the expected or correct time and not late. This includes being in school, class, or a designated place at the correct time and not late.

School Discipline: This refers to actions taken by teachers or school organizations toward students when their behavior disrupts the ongoing educational activity. In this study, it refers to the regulation of secondary students and the maintenance of order (“rules”) in schools.

School Disciplinary Procedures: This refers to measures and processes put in place to govern the corrective actions used in the maintenance of order among students in secondary schools.

Student Leader: This refers to any executive member or identifiable spokesperson for any recognized student group. In this study, it refers to a student elected or appointed in the position to influence, motivate, and guide others toward the achievement of a goal.

Student Leader Appointment Procedures: This refers to measures and processes put in place to ensure that students are identified and assigned leadership responsibilities over fellow students in a fairly and acceptable manner to the student population in a given secondary school.

Values: This refers to an evaluative standard or a set of criteria relating to work that guides students' actions. In this study, they refer to principles or qualities that secondary school students learn through the implementation of management policies and procedures by the school management.

Vice: This refers to a habit that is regarded as a weakness in a student's character, but not usually as a serious fault. In this study, this is taken as a negative consequence of students' disciplinary procedures.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of past studies, publications, and journals concerning the management procedures that develop values among learners in secondary schools. It contains a review of the concept of values, student discipline in schools, discipline strategies/approaches, student leaders' appointment procedures and their contribution towards the development of values among learners, examination and assessment procedures that contribute towards the development of values among students, and guidance and Counseling procedures.

2.2 Management Policies and Procedures in Schools

School management rules and procedures, according to Watts (2022), set expectations, ensure student safety, and guarantee they receive a quality education. Schools need clear policies and procedures that direct daily operations if they are to operate efficiently. These guidelines cover a wide range of topics, including emergency protocols and student discipline. Some of the management policies include disciplinary procedures, student appointment procedures, school attendance policies and procedures, examination procedures, and guidance counseling procedures. School management policies and procedures, for instance, establish guidelines for safety in several areas: bullying and sexual harassment, Student code of conduct, and fighting/weapons. In the course or process of their implementation, they have the effect of developing values among learners.

Ulla's (2018) study in the Philippines and the ASEAN region, concluded that management policies and procedures are critical because everyone on the team, including learners, instructors, and staff, deserves to feel safe and comfortable in their surroundings. Policies impact how safe learners are at school. It is simpler for parents, instructors, and students to recognize bullying and sexual harassment when there are clear-cut regulations and processes in place. They give victims a path forward and make offenders liable. Guidelines that define safety standards for the physical environment and mental health of students and employees must be created and implemented to achieve this environment. Ulla noticed that several rules and regulations hurt students. Policies that result in suspensions may unintentionally deter students from continuing their education, which could result in a lifetime of low-paying work or dependence on others. Ulla's research leaves open the question of what lessons students take away from the process.

Management is the practice of interacting with and across individuals to accomplish organizational objectives (Mafabi et al., 1993). The administration deals with the creation of laws and regulations and the coordination of operations aimed at achieving the aims of a given company. Rules are recommended or self-imposed guides for conducting or acting scientific communication, or an accepted process and custom. A community of people may identify guidelines or norms of behaviour as the mutual values. Those involve what the society considers to be a socially appropriate conduct pattern required of each member within the community (Harris, 2005).

Basome and Allida (2018) focused their investigation into moral decline in schools on public secondary schools in Uganda's Iganga district. The findings indicated that

inadequate parenting, the media, peer pressure, the use and advancement of various online technologies including Facebook, sending and receiving emails, googling, and charting have all had a significant impact on the moral degradation of secondary students. The study found that students breach such laws and regulations with common acts of indiscipline such as fleeing from classrooms and taking alcoholic beverages, participating in repeated protests including school delays, and removal of students impacting the academic success of the schools. This means as part of inculcating learners with requisite morals, secondary schools need to embrace effective disciplinary policies and procedures.

In Kenya, Macharia et al. (2014) observed that enforcement of disciplinary procedures is also done through prefects. In other areas, Kabandize (2004) published a review on student management by rules and regulations developed by individual schools in Uganda and noted that policies and procedures are applied through the bodies and councils of prefects, disciplinary committees, teachers, and parent participation. Cotton (2001) has claimed that the strongest outcomes could be produced by vigilantly informing students of the school's laws and regulations and controlling conformity with them. According to a study by Matovu (2020), however, it has come to be accepted in many secondary schools for students to break rules and regulations with impunity, show disrespect for the school administration, destroy school property, assault teachers, riot whenever there is a chance, and even harm one another to the point of using acid as a form of defense. The results of these unruly behaviors would affect the students' poor academic achievement.

Kristo (2010) in his work titled "*The Importance of Values in Schools: Implementing Character Education*" points out that the operation of the school depends on value

education. This author believes that character education has the power to genuinely change kids' lives by assisting them in developing a positive value framework and equipping them with the abilities to connect and achieve in their society with the support of parents, the community, and all school staff. Kristo (2010)'s arguments suggest that the development of values among learners can be realized by having in place and enforcing relevant policies and procedures. Management policies and procedures are thus, very crucial in a school setting.

As Woods (2002) puts it, students have a platform and a role to make in their school. The school must offer them an opportunity to participate in school management through representative leadership, by sharing their opinions on what directly affects them in school. According to Woods (2002), management policies and procedures such as examination procedures and student disciplinary procedures help in ensuring that school goals are achieved. It is as critical that they are listened to and motivated to engage positively in the advancement of the school's priorities and objectives. In most schools, school management teams have put in place appropriate and acceptable procedures to govern the appointment of student leaders. However, due to distinguishable characteristics identifiable with individual schools, procedures in schools are varied, often tailored to suit organizational environments.

Imbova (2017) examined the influence of examination-oriented approaches on quality education in Kenya. The descriptive survey design was used. The 536000 people living in Kakamega County, Kenya, were the study's target group. Headteachers, teachers, and students made up the target audience. To get the needed sample size, intentional and

straightforward random sampling was used. The study's conclusions showed that a values-based approach aids in kids' moral development. Therefore, it is anticipated that this study will be relevant because the findings may aid in the creation of educational policies and legislative frameworks that are directed toward reducing inequalities and resulting in the qualitative approach to primary school education. However, the study was conducted in primary schools and not in secondary schools.

2.3.1 Disciplinary Procedures and Development of Values among Learners in Secondary Schools

According to Etesí (2010), discipline includes more than just compliance and conformity. It is also a process of developing self-control, character, and an understanding of ordered and effective methods of life. According to Njogu et al. (2017), discipline is the learned behavior that results from consistently abiding by the rules and regulations that are appropriate to the setting. In the context of a secondary school, a student's discipline is defined as the state of consistently abiding by the established norms and standards of conduct, which produces appropriate behavior. Any deviation or failure to comply is an indisciplined behavior that is often penalized (Sadik, 2018). Therefore, the administration of the school may instill in the students' values like obedience and responsibility by providing suitable disciplinary processes.

Goodman (2022) observes that undiscipline among learners negates these values, and this is managed by positive disciplinary procedures. Nevertheless, the researcher asserts that some practices, such as corporal punishment, constitute both physical and psychological child abuse. This practice communicates the completely wrong message—that violence is

socially acceptable—and should not be done. However, Ramey (2020) reported that Corporal punishment is most often used in the South, mainly in public schools in Arkansas, Alabama, Georgia, Mississippi, Tennessee, Louisiana, Oklahoma, and Texas and this has resulted in vices such as hatred and violence among learners.

The National Association of School Psychologists (2018) states that encouraging students' successful learning and well-being depends on good school disciplinary policies and procedures. Effective school discipline is nevertheless hampered by several factors, such as the broad application of punitive measures and inconsistent policies and procedures that are perceived as unjust by students and frequently disproportionately affect minorities and children with disabilities. Zero-tolerance rules are ineffective in eliminating violence or advancing learning, according to the National Association of School Psychologists [NASP] (2003). They can affect students' academic performance, as well as raise dropout rates and problem behaviors in middle and secondary schools. Zero tolerance policies disregard adolescents' mistakes in judgment, which are a normal part of their growth. This may lead to more severe punishment than is necessary and exacerbate the difficulties that come with growing up. However, NASP does not explore how disciplinary policies and practices help inculcate values among learners.

According to a 2018 study by the U.S. Department of Education's Office of Civil Rights, disciplinary actions like suspension and expulsion are frequently used disproportionately, with rates for minorities and students with disabilities significantly higher than their enrollment rates, and they raise the chances that students will perform poorly in class and

drop out. Nevertheless, the US study did not explore the link between disciplinary measures and the development of values among learners.

Jinot (2018) investigated the causes of a lack of discipline among secondary school learners in Mauritius. The study found that discipline originated from the family parenting styles, learners' attitudes towards education, educators towards education, educators' attitudes to their role of maintaining discipline, and principals' lack of authority in managing learners' discipline. The study concluded that all the stakeholders of the school community were responsible for the deterioration of learners' discipline in secondary schools. According to K12 Academics (2016) study, detention is one of the disciplinary procedures that are the most commonly used in schools in the USA, Great Britain, Ireland, Singapore, Canada, and Australia. The study revealed that detention allows students to stay in school as they reflect upon the mistakes done. However, it depends on the type of mistakes that guaranteed detention. Otoro (2012) suggests that school administration would conduct a pre-analysis of the needs of the student before opening schools. Otoro recommended that disciplinary measures related to detention would be specifically explained to all students before the actual administration so that they can learn the role of these measures in developing values such as obedience, honesty, respect, and responsibility among others.

To address indiscipline cases, Temitayo et al. (2013) investigated the management of disciplinary problems in secondary schools in Nigeria. The study found that defiance of school authority, class disruption, truancy, fighting and damage to school property were the most common disciplinary problems in secondary schools. The study recommended

for policies related to moral punishment, rewards, and praise be reinforced to create a positive performance from the students. Nakpodia (2010) also did a study on teachers' disciplinary approaches employed to address student disciplinary problems in Nigeria. In his study, it was found that teachers still only used a small number of the disciplinary procedures that were made accessible to them after corporal punishment was abolished. According to Mugambi (2013), the main arguments put out for continuing to utilize physical punishment in Tharaka Nithi, Kenya, were its perceived effectiveness and the conviction that it saves time.

In Nigerian secondary schools, Uzochina et al. (2015) conducted a study on the awareness and use of non-violent discipline tactics by instructors. The study discovered that teachers in single-sex and coed secondary schools had significantly different levels of knowledge and application of nonviolent discipline techniques. The study by Nyang'au (2013) established that manual activities, suspension, guidance, and Counseling were effective in improving student behaviour. However, denial of privileges was found to be ineffective. Otieno, Simatwa, and Gogo (2016) reported that mental harassment as a technique of handling student discipline involved reprimand, yelling, verbal threat, slurs, suspension, scolding, and unjustified disapproval. The researchers also pointed out that psychological harassment and mental abuse were employed to maintain discipline. According to the study by Simatwa (2012), principals adopted varying degrees of sanctions such as disciplinary measures, which included kneeling, canning, expulsion, suspension, punishment, reprimand, written self-commitment, and Counseling among others. The study concluded that these measures resulted in unabated violent incidents of student unrest in secondary schools, leading to loss of property.

Segalo (2012) asserts that South African teachers used sarcasm as a method to penalize students. The study discovered that the use of sarcasm was intended to humiliate, demean, and cause emotional and psychological harm to the victim. According to the report, instructors should exercise caution when using language because it can easily lead to conflict between them and their students. On the point of the strategies used, Saunders (2013) asserted that punishment plays a key role in the maintenance of school discipline as different student act differently to a given form of punishment, while Ngunyi (2014) pointed out that indiscipline cases were still a common phenomenon in public secondary schools. The study also reported that manual work was an alternate disciplinary measure in secondary schools.

The previous studies (Jinot, 2018) identified the causes of indiscipline in secondary schools, while K12 Academic, (2016); Otoro (2012); Temitayo et al. (2013); Nakpodia (2010); Emekaku (2016); Yoechina et al. (2015); Nyang'au (2013); Simatwa (2012); Segalo; Saunders (2013) and Ngunyi (2014): all focused on disciplinary measures employed in secondary schools to manage disciplinary problems. They cited several measures which included, detention, moral punishment, corporal punishment, non-violent strategies, manual work, suspension, expulsion, guidance and counseling, mental and psychological abuse, as well as written self-commitment letters. The findings of these previous studies form one of the independent variables of the current study. The previous studies considered strategies employed in schools to reduce indiscipline and ignored the development of values that emanated as a result of implementing such strategies. Given this, the current study set to fill a gap in research investigating how the disciplinary

policies and procedures employed in schools contributed to the development of values among learners in secondary schools.

The focus of Nekesa's (2018) research was on how student councils in Mombasa County's Likoni Sub-County public secondary schools might improve behavior management. Utilized was the descriptive survey design. According to the study, there was a mix of qualities that led to the selection of disciplined students as leaders. According to the study, the pupils' experience made it easier for them to keep discipline. Student leaders were chosen based on criteria that would improve school discipline, and students elected the members of their student council. To maintain discipline among the students, the student council was reliant on the principal's administrative expertise, participation in the organization of school events, support, and the convening of frequent meetings between the student council and the school administration.

According to research by M'muyuri et al. (2021) conducted in public secondary schools in Meru County, only half of the schools permitted students to elect their leaders, with teachers appointing them in the other half. The study chose 10 principals, 196 deputy principals, and 384 student leaders using a descriptive survey research approach. Extensive election procedures and thorough orientation programs for student leaders were lacking in many schools. Statistics showed that student participation in choosing their leaders had an impact on discipline in secondary schools.

2.3.2 Student Leaders' Appointment Procedures and their Contribution towards Development of Values among Learners

School leaders' appointment is not a new concept in school leadership, although Ryan (2006) claimed that "student leadership in schools has been increasingly prominent in recent years." Student leadership's first known growth occurred at Eton College in the 16th century (with its perfect system Lilley, 2010). Owing to its importance, secondary school management strives to ensure that there are appropriate procedures put in place to guide student leadership selection. This is the ideal situation, but later research studies discussed in this section, show that different institutions adopt different policies and procedures and can influence the development of values among learners.

On the importance of student leaders, Hine (2011) explains that preparing and setting up a student leadership curriculum at the secondary school level is critical for those interested in the education cycle, as leadership activities relate positively to the success of students. Hine observed that students have a platform to participate in the management of the schools and to air issues that are likely to affect their academic performance. On the contrary, Ryan (2006) claimed that democratic student leadership of any type cannot be successful in the action, because it is criticized by some educators. He discusses a variety of explanations behind a resistance like this. Ryan observed that students are reluctant to make rational educational decisions; lack confidence; cannot accommodate the intense workload; have the propensity to oppose norms after just a few years, and there is future confrontation.

The majority of secondary schools in Africa are still having trouble embracing educational democracy. Few schools were reportedly letting students choose their leaders (Bwankarikari, 2016; Hakiza, 2017). According to the majority of research, student leaders were appointed to their posts (Onditi, 2018). However, the majority of Ghanaian high schools were said to have used democratic election procedures and methods to choose student leaders (Kuranchie & Affum, 2021), where two types of democracy were widely used in the majority of public secondary schools (Boakye, 2012).

In a study conducted in the Brong Ahafo region of Ghana, Kuranchie and Afum (2021) discovered that the schools used democratic methods to select the majority of their prefects. Aspiring leaders participated in electoral processes by collecting nomination forms, going through screening, canvassing for votes, participating in the balloting, and receiving induction before taking office. The training given to students had significant effects on students' knowledge of leadership. Murage (2014) in a study in Kirinyaga East District, Kenya found out that students had favorable opinions of student councils when they were established and elections were fair. However, in some schools, students refused to follow the directives of student councils because they believed the elections for such positions were not fair and impartial.

A democratic election process was embraced in many schools when establishing a student council, and student councilors underwent both formal and informal training, though most principals were found to prefer formal training of student councilors. These findings relate to the factors influencing the effectiveness of student councils in public secondary schools, according to Kinyua (2015). Kinyua also discovered that in some

schools, student councils were not democratically chosen, which had an impact on their performance. For student councils in public secondary schools to be successful. On the involvement of student leaders on governance, Student leadership, according to Obiero (2012), has a wide range of applications since activities in which prefects engage frequently benefit the student, the school, and society as a whole. By taking part in school governance, students learn self-direction, responsibility, and respect for the law. They also develop a positive attitude toward work and a sense of belonging to both school and society. Obiero highlighted that having students participate in decision-making at school tends to foster the teacher-student relationship, foster a sense of belonging, foster a conducive learning environment, and prepare students to develop socio-moral competencies.

In a study of Secondary Schools in Bugesera District, Rwanda. by Bwankarikari (2016) it was observed that most secondary schools in Africa are still struggling to embrace education democratization. Many schools were not allowing students to elect their leaders. Muthoka et al. (2018) in a study in Makueni County, Kenya explains that the first step towards fostering democracy in schools is involving students in electing their leaders. This is characterized by creating and establishing systems that foster democratic election, and further involving students in formulating school rules and regulations among other matters that affect them. In a study by M'muyuri, Kibaara, and Severina (2021) in Meru County, Kenya, it was found that many schools lacked elaborate electoral processes and a profound orientation program for student leaders. Students' involvement in electing their leaders was statistically significant in affecting secondary schools' discipline.

Other studies done in Kenya, by Nduta (2018) in Kirinyaga East Sub County, Ogweno, Kalai, and Okoth (2016) in secondary schools in Kiambu County, and Onditi (2018) across Kenya, also pointed out that students in most public secondary schools were less involved in electing their leaders and in the decision-making process. There were, however, few schools, as noted by Jepkemboi, Wagula, and Munyua (2018) in Wareng Sub County, Nekesa (2017) in Mombasa County, Ong'injo (2015) in Kalibo division, Kisumu County, Singoei (2019) in Nandi East Sub County where students were accorded opportunities for electing their leaders. However, the lack of election policies, advocacy, and awareness programs derailed the effectiveness of the elections of student leaders. Thus, with partially implemented procedures, their contribution to the development of values among learners is unclear.

The previous studies, Ryan (2006); Lilley (2010) and Hine (2011) highlight the importance of student appointment procedures in secondary schools. They point out that democratic student leadership of any type cannot be successful in the action, because it is criticized by some educators citing reasons such as students' reluctance to make rational educational decisions; lack of confidence; cannot accommodate the intense workload; have the propensity to oppose norms after just a few years, and there is future confrontation. Kuranchie and Afum (2021), Murage (2014), Kinyua (2015), and Obiero (2012): all studies showed that the schools used democratic methods to select the majority of their prefects, with candidates going through electoral procedures that included collecting nomination forms, being vetted, canvassing for votes, participating in the balloting, and undergoing induction before taking office. This aided pupils in developing a democratic culture and mindset, a positive attitude toward work, a sense of

belonging to both their school and society, as well as the ability to manage their affairs and follow the law. Although prior research emphasized the significance of student appointment methods, it seemed that it ignored how students form their values. It is because of this, that this study set to fill a gap in research investigating how student appointment procedures employed in school contributed to the development of values among learners in secondary schools.

2.3.3 Examination Procedures and Development of Values among Learners

Singh (2019) observed that assessments are the most important component of the educational system because they provide students with an accurate image of where they stand, even though students endure stress and anxiety while waiting for the results after the exam. It serves as a catalyst and provides learners with constructive criticism, which motivates them to do better. According to Kellaghan and Greaney (2019), the benefits attributed to public exams are primarily attributable to their objectivity and impartiality in carrying out the crucial societal function of evaluating students' knowledge and competencies as well as the decisions made in response to that assessment. Commonly perceived drawbacks of public exams include curriculum distortion, teaching to the test, grade retention, and early dropout, as well as several malpractices.

Rehmani (2003) stated in Pakistan that teachers are required to transfer their teaching practices primarily to the instructional system, and to follow instructor- and curriculum-centered approaches to teaching and learning to ensure successful results in exams. Buhere (2007) noted that throughout the four-year cycle, these teaching methods turn students into learning machines. Students wake up in the morning and attend lessons until

9 pm daily, without the respite that should punctuate learning or any other routine activity. Drilling and constant instruction hinder reasoning that helps make sense of what was learned. Continuous Assessment Tests (CATs) were performed at night in these schools. Doing CATs during the day was believed to be a waste of energy used for regular instructions. A case in point was in America in 2001 where the No Child Left Behind Act (NCLB) was enacted. Iqbal, and Samiullah (2017) in Lahore, Pakistan, established that continuous assessment had positive effects on students' achievement.

Fareo (2020) examined the impact of continuous assessment on secondary school student's academic performance in Hong Local Government Area of Adamawa State, Nigeria, and discovered a substantial correlation between continuous assessment scores and students' academic achievement in Biology. According to the study, pupils become more engaged and learn more when they believe they can succeed. The examination revision booklets only include curriculum objectives that frequently occur in the final examinations, according to Mogapi's (2016) study in Botswana. Non-testable objectives are not covered. Exam prep books used in schools, according to Mogapi, are a major source of negative washback since they promote teaching to the test and simplify the subject matter. The apparent negative washback effect is undermining the goals of Botswana's criterion testing system. The validity of the investigation is impacted by construct under-representation (caused by insufficient sampling) and construct irrelevant variance (caused by the simplification of high-order objectives).

In a study by Mwebaza (2010) in Masaka District, Uganda on continuous assessment and students' performance, noted that assessment is done in-house or outside. the study found

that continuous assessment involved homework tasks, teacher-made assessments, recapture activities, ventures, and field experiments and all these methods are part of current appraisal approaches in the classroom. In the case of teachers' summative assessment, Nakpodia (2010) in Nigeria observed that teachers evaluated a broader variety of results of performance and progress relative to standardized assessments and exams. In some cases, assessment by teachers includes all knowledge on learning activities and results. Boit, Njoki, and Chang'ah (2012) established that examinations have had a backwash effect on the curriculum.

The previous studies Singh (2019); Kellaghan and Greaney (2019) highlighted the advantages and disadvantages of examination procedures employed in secondary schools. The benefits associated with public examinations are essentially attributable to their objectivity and impartiality in carrying out the crucial societal role of evaluating students' knowledge and skills as well as the decisions made in response to that assessment. Commonly reported drawbacks of public exams include curriculum distortion, teaching to the test, grade retention, and early dropout, as well as several malpractices. Studies such as Rehmani (2003), Buhere (2007), Iqbal (2017), Fareo (2020), Mogapi (2016), Mwebaza (2010), and Nakpodia (2010) mention the use of Continuous Assessment Tests (CATs), homework tasks, teacher-made assessments, recapture activities, ventures, field experiments and appraisal approaches as examination and assessment procedures used in secondary schools. However, these studies do not show how these procedures contribute to the development of values among learners. It is because of this review, that the current study was set to fill the gap on how examination procedures contribute towards the development of values among learners.

2.3.4 Guidance and Counseling Procedures and Development of Values among Students

Denga (2001), citing Mikaye (2012), reported that guidance and counseling gained traction in Europe and the United States of America towards the end of the 19th century. George Merrill performed systemic research at the University of California in 1885. Many contributors included Godwin (1911), Weaver (1912), and Davis (1913), (Source on the Internet). In the 1920s, various kinds of counseling came to be offered in Britain within the school and college systems as career guidance for young people to adapt to college life demands. Witmer (1990) says that African practices and societies influenced young people in social positions, beliefs, belief structures, age, regimental positions, and skills that they will need to develop their culture. As the world is changing, our schools are undergoing rapid social and economic shifts impacting the students. Adolescents in schools find it difficult to cope with the challenges they face because of their physical, psychological, and emotional changes, coupled with rapid social changes. They still consider it impossible to determine, as the conventional environment is no longer in effect. However, what is not addressed in these studies is how guidance and counseling procedures help in the development of values among learners.

In research by Chathurika (2015) on students' perceptions of the country's existing system of school counseling, students verified that they have little faith in their counselors, particularly when it comes to individual therapy since they feel that the responsible teacher hasn't been reliable. Most students believed that their guidance teachers had the necessary skills for the position, which caused a rift between them and the school's advice and counseling staff. In their schools, there was no room or location for school

counseling, but other schools lacked a suitable location for guidance and counseling since the rooms were not in excellent shape. For guidance and counseling to be thorough, according to a study by Engeti (2016) conducted in Nigeria, it must be pertinent to the client and not only maintain the status quo. It must be intentional and created to meet the clients' top priorities. There are three main parts to schools, including counseling and guidance. In a study conducted in Nigeria, Egbochukwu (2012) recommended behavior therapy, whose general therapeutic goals include the identification of problematic behaviors, the creation of new learning opportunities and experiences, and the expansion of the counselee's repertoire of behavioral responses. Routine desensitization, modeling, homework, activity planning, and role-playing (such as prefectship) are all tactics used in behavior therapy, some of which have been scientifically demonstrated to be successful in treating behaviors that need to be modified.

In research conducted in the Mazabuka district of Zambia, Mweemba (2016) discovered that the students had access to social, vocational, educational, personal, health, spiritual, and moral guidance and counseling services. The absence of privacy left the counselee feeling quite uneasy. The study found that the G & C programs in schools had been less effective as a result of confusing procedures. In a related study, Momanyi (2013) made a passing reference to the fact that students were wary of meeting guidance and counseling teachers because they thought they were impatient. In their research of secondary schools in the Kisumu District of Kenya, Ajowi and Simatwa (2010) found that advice and counseling were hardly ever employed to support student discipline. It was determined that the organization of the guidance and counseling services was lacking. Nevertheless,

this research did not examine how well guiding and counseling techniques aid in the formation of values in students.

Results from Chireshe (2006) and Nyambura (2014) indicate that advice and counseling services were offered in a variety of settings, including those that were deemed "unfit," particularly when it came to counseling. In Kandara District, Murang'a County's public secondary schools, Ndhlovu (2015) found that some guidance courses or counseling sessions cannot be offloaded in open spaces, deputy or principal's offices as these are frequently busy, therefore are prone to distractions. Toto (2014) discovered that peer and group counseling was available in schools and that principals, deputy principals, dormitory masters, and teachers frequently participated in guidance and counseling. When faced with problems, the majority of students lacked the willingness to seek advice and therapy. However, guidance and counseling were found to be students' most preferred methods of infraction correction, at 65%, in a study by Mugambi (2013) in the Maara District, Tharaka Nithi County, Kenya.

A study by Chepkemei (2014) in the Ole Ankale region of Narok Central Division, Narok North District showed that the development of character is accomplished through comprehensive structured and informal instruction and counseling programmes. In Kabondo Division, Rachuonyo County, Oyieyo (2012) observed that students stay organized and centered on life through guidance and counseling. Students are helped in being diligent and willing to deal with problems and realities they face in their academic, social and physical environment by guidance and counseling. Children in schools are helped to understand the value of advice and counseling by the idea of balancing

discipline with counseling and guidance. Salgongo, Ngumi, and Chege (2016) determined that there was sufficient evidence to conclude that a lack of student supervision and counseling contributes to indiscipline in the classroom. But due to a lack of a legal and legislative framework, a shortage of competent teacher counselors, and an excessive amount of teacher workload, it is challenging for guidance and counseling to be successful in fostering student discipline.

Previous studies Denga (2001); Chathurika (2015); and Engeti (2016) indicated that adolescents in schools find it difficult to cope with the challenges they face because of their physical, psychological and emotional changes, coupled with rapid social changes. Studies such as Mweemba (2016); Ajowi and Simatwa (2010); Chireshe (2006); Nyambura (2014); Toto (2014); Chepkemei (2014); Oyieyo (2012); and Salgongo, Ngumi and Chege (2016): show that schools had employed guidance and counseling to help mitigate psychological issues among the learners. social, vocational, educational, personal, health, spiritual and moral guidance and counseling services were offered to the learners. Nevertheless, the studies revealed that guidance and counseling services were offered amidst concerns. These included: lack of privacy (which made the counselee very uncomfortable); unclear procedures (that affected the effectiveness of the guidance and counseling programs in schools), poorly organized guidance and counseling services, the unwillingness of most of the students to seek guidance, lack of legal and policy framework, and lack of trained teacher counselor. The previous studies carried out appeared to ignore how guidance and counselling contributed to the development of values among learners. Given these, the current study is set to find out how guidance and

counseling procedures contribute towards the development of values among learners in public secondary schools.

Students are more particularly impacted by behavioral and mental issues, according to a 2017 study by Morshed. It is difficult to make sense of them. They are frequently directly or indirectly impacted by matters such as academic success, passion and love, alcoholism and drug usage, prejudice and discrimination, and domestic economic difficulties. In Londiani District, Kericho County, Samoei (2012) found that guidance and counseling teachers assist students in developing their problem-solving and decision-making abilities as well as their awareness of others' needs and ability to form healthy relationships with them, facilitate cooperation between teachers, parents, and students to develop positive learning experiences, assist students in accepting the responsibility of their behavior, be successful in school and function properly in society,

2.4 Development of Values among Learners

Eaton and Hughes (2020) raised concerns about issues of integrity among students in Canadian institutions. Eaton added that academic misconduct is a difficult issue that is rising in Canada and merits more focus and coordinated action. This review found several different types of cheating, including contract cheating, exam impersonation, plagiarism, and the use of wearable, wireless high-tech devices for communication with accomplices (customized essay buying from freelance writers and essay sweatshops). These were widely experienced among online students. This was happening because students have equally ready access to resources that can be supportive of their academic development or academically questionable. Eaton recommended a review, revision, and clarification of

academic integrity/misconduct management policies and procedures (including examination procedures).

Eberechi (2022) observes that drug abuse among secondary school students is a major challenge bewildering our society and it is not only a concern to the teacher and parents but also to the government and society at large, because of the havoc it has caused families, schools, and the large society. The social endemic condition of drug abuse has done more damage and engendered the tendency of crime and loss of values in many countries in Africa. In Nigeria, for instance, Eberechi 2022 this problem invaded the educational institution mostly public secondary schools contributing to poor academic achievement, criminal tendencies, stealing, raping, assault, fighting, robbery, and cult-related activities among secondary school students.

In Cross River State, Nigeria, Ntui and Egodi (2021) looked at value orientation and secondary school students' views toward cheating on exams. For the study, a sample of thousand (1000) students was randomly chosen. The analysis's findings demonstrated a strong correlation between students' opinions about examination fraud at Cross River State and values orientation. The study found that policies and practices must be put in place to help students learn values including honesty, obedience, hard effort, commitment, and integrity. The study found that this was supported by the fact that, despite strict laws and other measures like canceling exam results and outright expelling students from schools and institutions intended to be a cure-all for the recurrent examination malpractice, increasingly sophisticated forms of these endemic practices continue with impunity.

Denga (2010) cited by Okpechi et al. (2022) enumerated morality or moral values to include, honesty, goodness, uprightness, social justice, loyalty, fair play, and respect for other people's interests among others. According to Okpechi et al. (2022), secondary schools have turned into havens for violent and cold-blooded murder cases. Examinee misconduct, drug usage, indecent attire, prostitution, and theft are only a few signs of the students' deep-seated lack of discipline. The irony is that these pupils' preparation will determine how Nigeria develops as a country and how it will frame the country's future.

In 2016, Mittal did a study on secondary school students' values in India concerning their socioeconomic level and modernization. The findings showed that social values were highly favored by pupils, whereas religious ones were less so. The girls had more economic value whereas the boys had higher values in terms of religion, aesthetics, hedonism, power, and family status. Rural and urban secondary school pupils were found to have quite different religious, social, economic, hedonistic, power, family prestige, and health values.

Leichsenring (2010) mentions several values that are critical among the youth. The set of principles is described and short descriptions of depth are given for each of them: *love and compassion*: respect for oneself and others; *do your best*: seek to do something worthwhile and noble, work hard, achieve excellence; *just go*: follow and defend the social good where all men are treated equally for a just society!; *Freedom*: enjoy the rights and privileges of being an Australian citizen, free from unnecessary interference or control, and stand up for the rights of others; *Honesty and Trustworthiness*: be honest, sincere and seek the truth; *Integrity*: act according to moral and ethical principles and

ensure consistency between words and deeds; *Respect*: be patient and tolerant of people, value another person's point of view; *Responsibility*: Responsible for one's actions, help solve differences in constructive, non-violent, and peaceful ways that give back to society and civic life, and protect the environment; and *Understanding, Tolerance, and Inclusion*: be aware of others and their cultures, accept diversity within a democratic society, being included and including others. These values according to Leichsenring are declining in schools.

In a study conducted in Zambia, Gumisiriza (2012) found that secondary school students engage in high-risk behaviors related to drug use, alcohol abuse, and sexual relationships. He cited the example of a grade 12 student who was caught trafficking marijuana and pleaded guilty by claiming that he had the drug because he intended to smoke it. Several Grade 12 students were reportedly involved in a sex and beer-drinking party in Choma (Post Newspaper, October 31, 2015), and 12 students were once more discovered participating in unlawful sex in the dormitories at Chikankata Secondary School in Southern Province (Times of Zambia, 31/10/2015).

Jesuit Hakimani Center (2015) conducted a survey report on value-based education in Kenya. A national population was drawn and, using the county administrative system, 25 counties were systematically sampled taking into consideration regional representation, county population sizes, and socio-economic similarities to ensure generalizable. The study found that the lack of values among students in Kenya can be seen in the way students react to conflicts. The most common responses include riots, destroying of property, or even fighting amongst themselves. According to the National Crime

Research Centre's (NCRC)'s rapid assessment of arsons in secondary schools in Kenya, in 2015 over 15 high schools were reported to have gone on strike burning dormitories, destroying property, and, in some cases, causing injury to their peers and others. Schools as a site of violence, strikes, cheating in exams, and involvement in negative social activities such as drugs and alcohol abuse, raise serious questions about the quality of moral and spiritual education the children receive at home, school, and church and from peers and the media. This deplorable situation makes it necessary for a study to be conducted on the effectiveness of management procedures in the development of values among learners.

2.5 Theoretical Framework

The Goal Setting Theory (1999) and Theory of Classical Conditioning (1929-1936) supported this study.

2.5.1 Goal-Setting Theory

Goal Setting Theory served as the basis for this investigation. Cecil Mace first investigated goal-setting theory in 1935, and Edwin Locke later popularized it in his writings during the 1960s. In the 1960s, Edwin Locke advanced the goal-setting hypothesis. It claims that setting goals has an impact on how well a task is completed. People have direction from goals on what needs to be done. The theory's core presumptions are that objectives and intentions are cognitive and volitional and that they act as the primary controllers of human behavior. Goal setting theory is a theory of motivation applicable in industrial and organizational psychology, managing human resources, and organizational behaviour. Setting priorities include identifying clear, tangible, and timely objectives. Nevertheless, it plays a significant role in people's moral, intellectual, and social growth. The theory's underlying presumptions are that goals and intentions are cognitive and volitional and that they act as the primary controls on people's behavior. Goals viewed as achievable are more successful in changing behavior. Goal setting is an important method for making change by ensuring that members of a community with a common purpose are fully informed of what is required of them in reaching an objective. Goldstein (1993) adds that setting goals provide a 'sense of direction' which allows individuals to define their work towards their own goals.

The goal-setting theory has a drawback in that there is a fine line between challenging goals and unrealistic goals. If the school crosses this line by setting unrealistic goals, the theory's claim that it is a motivating factor is rendered moot because staff members will become demotivated and won't even attempt the work they would have done in the absence of the theory.

The theory is pertinent to this study because it explains how kids learn to behave and practice new behaviors through regulations and standards that ensure effective goal-setting and goal-setting communication with students. The policies and procedures are in place to help the school accomplish its objectives. The development of necessary values and behaviors in learners is one of the key objectives. In addition to academic success, students graduate from the educational system with a richer set of moral principles. In other words, goal-setting helps maintain high discipline, which results in a strong performance on the KCSE. Disciplined students strive hard to meet their aims and objectives.

2.5.2 Theory of Classical Conditioning

Throughout his learning philosophy of Classical Conditioning, Ivan Pavlov (1929-1936) claimed that a dog began to salivate every time a bell rang. He performed several trials and the dog salivated each time the bell rang and the food was delivered simultaneously. As a result, the conditioning theory has been used in the study since it was believed that management-instituted policies had an impact on how pupils behaved or formed certain values. When the subject matter/content was taught, followed by a lot of continuous assessment (trials) activities, followed by a lot of continuous assessment (trials)

exercises, evaluations, and formative tests did encourage positive action from students. Concerning the reactions of the student that change in this analysis as a result of training or instruction, Pavlov proposed a conditioned response (CR). A Conditioned Stimulus (CS) refers to incentives that evoke CR through teaching and training.

This theory is pertinent to this research since it was presupposed that education was the unconditioned stimulus, the continuous assessment was the conditional stimulus, and positive values were promoted among students (US). In the classroom, students pick up some good behavior. They are taught that breaking established norms and regulations will result in punishment. Additionally, they learn the significance of values like honesty, obedience, integrity, and self-management, to name a few. The relevance of the theory is deduced from the fact that the procedures trigger certain manners and values. Moreover, the theory helps understand that repeated practices in line with management policy implementation trigger certain positive responses (for instance, obedience, respect, and honesty) from learners.

2.6 Conceptual Framework

This section presents the diagrammatic representation of the relationship between the study variables.

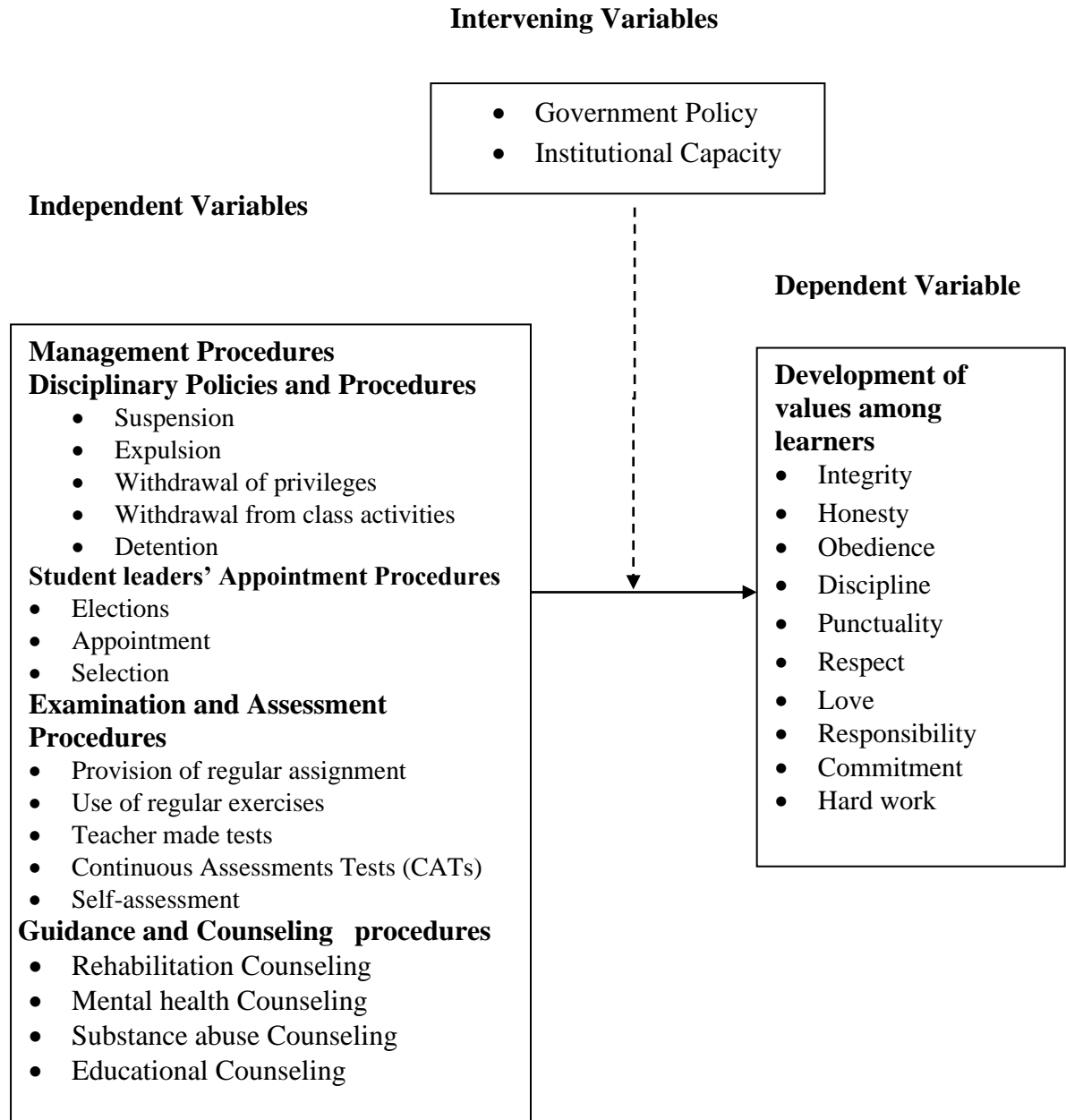


Figure 1: Management Procedures that develop Values among Learners in Public Secondary Schools

Source: Researcher (2020)

As shown in Figure 1, this study conceptualizes that, disciplinary policies and procedures, student leaders' appointment procedures, examination and assessment procedures, and guidance and Counseling procedures (independent variables) help develop values among learners (dependent variable). Disciplinary policies and procedures include corporal punishment, suspension, expulsion and exclusion, and civil rights issues. Student leaders' Appointment procedures include methods, resources, and supervision/guidance. Examination and assessment procedures comprise assignments, exercises, teacher-made tests, and projects. Guidance and Counseling procedures include teamwork, the scope of the assignment, the counselee's participation, and daily routines. The dependent variable, that is, the development of values among learners included values such as integrity, obedience, discipline, punctuality, respect, love, and responsibility.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter introduces and describes the research methodology that was used to carry out the study on the effectiveness of management procedures in the development of values among learners in public secondary schools in Nakuru County. It outlines the research designs, the location of the study, the study population, the sample size, and the sampling procedures used. It also describes the research instruments, piloting, and data collection procedures and how the data will be analyzed.

3.1.1 Research Philosophy

Research philosophy is a specific approach to knowledge creation that clarifies philosophical frameworks. It is a viewpoint about the best way to obtain, examine, and use facts regarding a topic. This growth and comprehension of information are dependent on presumptions based on our worldview, such as the practical considerations when choosing a research topic (Holden & Lynch, 2004; Saunders, Lewis, & Thornhill, 2009).

This study was influenced by the pragmatism philosophical paradigm since it used mixed techniques for data collecting and analysis. According to Thornhill et al. (2012), the pragmatic research philosophy recognizes concepts as meaningful only if they assist action. It also involves utilizing methodologies that are best suited to the research challenge. Pragmatics understand that there are many diverse methods to do research and interpret the world and that no one point of view can provide the full picture. To provide the best knowledge of a research problem, this philosophical viewpoint encourages the

employment of a variety of diverse research methodologies, techniques, and procedures that are related to both qualitative and quantitative research. The viewpoint also acknowledges that every technique has its limitations and that various strategies can work in concert with one another. In this case, the study relies on the views of the secondary school students captured on the situation relating to management procedures and values developed among learners. This was informed by the fact that the study was both quantitative and qualitative. The learners were better placed to provide information on whether the values were being developed or not. In the emerging research paradigm known as pragmatics, meaning and truth are heavily reliant on the impact that concepts and behaviors have in the real world. To produce data to support best practices, this research paradigm encourages the concurrent employment of qualitative and quantitative methods of investigation.

3.2 Research Design

The study used a mixed-methods approach. The study can use both qualitative and quantitative data thanks to this methodology (Creswell & Creswell, 2017). The qualitative approach was suitable because it supported and guided the use of interview schedules, focus groups, and document analysis guides, allowing the researcher to interact with school principals, teachers in charge of guidance and counseling, and students' representatives to gather in-depth information.

In this aspect, the study's research design was descriptive. A descriptive study design, according to Shuttleworth (2008), is a scientific approach that entails observing and describing a subject's behavior without interfering with it. This design enables the use of

questionnaires and interview schedules to collect data. The study gathered comments on management practices that foster the development of values among students in secondary schools in Nakuru County from principals, instructors, and student representatives. Since the study involves gathering information on specific management practices that help students in public secondary schools in Nakuru County develop values, this design was deemed appropriate. It uses formal instruments to study the preferences, attitudes, practices, concerns, or interests of a sample.

3.4 Population of the Study

An accessible population of 285 school principals, 285 instructors in charge of guidance and counseling, and 285 student representatives were used from the target population of 285 public secondary schools in Nakuru County (Nakuru, County Education Office, 2014). However, as the study also emphasized how learners build their moral character, the target audience of teachers in charge of guidance and counselling, who were projected to number 285 in total. The key respondents were student leaders. The study targeted different schools spread in different environments within the County. The respondents were from public secondary schools. These are shown in Table 1.

Table 1: Study Population

Sub Counties	Number of schools	Principals	Teachers	Student Leaders
Nakuru	26	26	26	26
Njoro	36	36	36	36
Gilgil	33	33	33	33
Naivasha	32	32	32	32
Bahati	31	31	31	31
Molo	26	26	26	26
Rongai	34	34	34	34
Subukia	22	22	22	22
Kuresoi	45	45	45	45
	285	285	285	285

Source: Nakuru County Education Office, (2015)

3.5 Sampling Procedure and Sample Size

The study used a multi-stage sampling technique. Cluster sampling technique was employed whereby the respondents were identified in 11 geographical locations. The Clusters were the sub-counties (see Table 1 and Table 3). Stratified random sampling technique was used, whereby the population comprised guidance and counselling teachers, school principals, and student representatives. According to Gall, *et al.* (2003), 30.0% of the population is considered acceptable and reasonable for use in the study. Therefore, the sampling was performed as seen in Table 2.

Table 2: Sample Distribution

Sub Counties	Number of schools	Principals	Teachers	Students' Leaders
Nakuru	8	8	8	8
Njoro	10	10	10	10
Gilgil	10	10	10	10
Naivasha	10	10	10	10
Bahati	9	9	9	9
Molo	8	8	8	8
Rongai	10	10	10	10
Subukia	7	7	7	7
Kuresoi	14	14	14	14
	86	86	86	86

Source: Author, (2018)

Table 2 shows that from each of the 86 secondary schools, one principal, one student leader, and one teacher were selected. This translated into 86 teachers in charge of student discipline, 86 Principals and 86 student leaders. Purposive sampling technique was used in the selection of guidance and counselling teachers. This technique enabled the researcher to capture all required data from the target respondents. Teachers in charge of discipline were selected purposively considering their designated functions as either disciplinary masters or guidance and counselling masters. Therefore, this technique was used in arriving at the required number of teachers per school.

3.6 Data Collection Instruments

Data was gathered using questionnaires, interview guides, and focus group discussions. Questionnaires were chosen for their appropriateness and simplicity of administration. Kombo and Thromp (2006) offer the advantages of utilizing a questionnaire. Data from a broad survey should be obtained, secrecy maintained, and time-consuming with no risk of

interview prejudice. It is ideal for data collection because it helped the researcher to hit a broad sample within a short time and maintain the secrecy of the details received by the respondents.

Principals' Questionnaires: The principals provided information relating to their experience with the management procedures that develop values among learners in public secondary schools in Nakuru County. Part A of the questionnaire collected data regarding the general characteristics of the principals, Part B on how management policies and procedures contribute towards the development of values among learners; Part C on the procedures for the selection of student leaders. Part D was on the examination and assessment procedures and development of values among learners, while part E collected data on guidance and counseling procedures and the development of values among learners.

Teachers Questionnaires: The teachers provided information relating to their experience with the management of students' academic performance in a cosmopolitan environment of public secondary schools. Part A of the questionnaire collected data regarding the general characteristics of the principals, Part B on how management policies and procedures contribute towards the development of values among learners; Part C on the procedures for the selection of student leaders. Part D was on the examination and assessment procedures and development of values among learners, while part E collected data on guidance and counseling procedures and the development of values among learners.

Students' Interview Schedules: The students' representatives provided information related to their views on the student discipline and student appointment procedures that develop values among learners in secondary schools in Nakuru County. This mainly contained open-ended questions.

Focus Group Discussions (FGD): The study also conducted two focus group discussions for the students. Each FGD comprised eight randomly selected Form 3 students. The selected students were not part of those providing information through the interview schedule approach. Focus Group Discussions are often used at the beginning of a study to investigate an unfamiliar field and build debate and agreement about an investigating subject (Adams & Cox, 2008). It is also important to collect knowledge on mutual understandings of daily life and how people in community contexts are affected by others.

Checklist: The study also administered a checklist for the collection of data for screening values among learners. The study used an exhaustive and more structured checklist, indicating whether a value falls into one or more of the predetermined categories reflected in a 5 Likert scale. Given (2008) explains that checklists might be used by researchers during data collection as a precautionary backup so that they consistently and purposefully take note of a particular phenomenon.

3.7 Piloting of Research Instruments

This section presents the validity and reliability of the instruments. It also explains how the piloting was done.

3.7.1 Validity of Research Instruments

According to Mutai (2000), it is possible to verify an instrument by demonstrating that the objects or queries are indicative of the abilities or characteristics it aims to test. Wong, Ong, and Kuek (2012) stress the use of experts in the validity process, as experts are more credible than non-experts. University supervisors were preferred; given that they had a better understanding of the scope of the study and validity aspects. Therefore, material validity was developed with the use of experts (Masaai Mara University Supervisors) to assess if the products were a reasonable sample of the skills and attributes comprising the field to be evaluated. Experts gave guidance on the instruments' content; therefore, ensuring that the queries or knowledge obtained from the instruments answered all the analysis objectives. The way the questionnaires were structured was often reviewed to ensure that the questions were not misinterpreted and that only correct knowledge was gathered. Moreover, the main instruments used in the mixed-method research consisted of closed-ended, and open-ended questionnaires, and interview schedules. These different ways of gathering information supplemented each other and hence boosted the validity and dependability of the data.

After the instrument was validated, pilot research was carried out in 8 secondary schools (10 of the sample size) in Nakuru County. Care was been taken to ensure they are not part of the tested schools. Until the final data collection was carried out, the pilot analysis showed flaws in the questionnaires and these were corrected before the initial data collection was carried out.

3.7.2 Reliability of Research Instruments

The degree of accuracy with which he calculates an output is the precision of an instrument (Mugenda & Mugenda, 1999). The two sets of questionnaires (the principals' questionnaire and teachers' questionnaire) were distributed at 8 schools (10% of the 86 schools sampled) in Nakuru County, to test their reliability. The reliability of the study was ensured through the test-retest approach, whereby the research conducted repeated trials while comparing the results with the set objectives. The reliability of the interview schedules was also ensured by making sure that the interviewer followed the same methods of questioning during the data collection process.

3.8 Data Collection Procedures

The researcher obtained an introduction letter from the Maasai Mara University Graduate School to secure a work permit from the National Commission for Science Technology and Innovation (NACOSTI). The Ministry of Education was informed of the proposed data collection exercise before the commencement of data collection to get the required cooperation from the respondents. A letter of introduction to the respondents setting out the intent of the analysis and ensuring that the information received is confidential must also be prepared. The specific data collection activity was carried out during the school days, during which the researcher distributed the questionnaires to the Nakuru County principal. The respondents were ensured of their privacy to all details obtained throughout the implementation of the questionnaire. The researcher delivered the questionnaires and waited as the respondents filled in their answers, and immediately collected them. The research performed the exercise in data collection over a span of two

weeks. The researcher generated an environment favorable to the respondents, encouraging them to open up and respond correctly to the questions asked.

3.9 Data Analysis Techniques

The analysis provided qualitative as well as quantitative results. Quantitative data obtained from closed-ended questions were coded and stored in the repositories of SPSS computer software; sorted and cleaned of any mistakes that may have arisen during data collection. Descriptive statistics such as means and ratios of frequencies were determined while evaluating the respondents' quantitative data, and all objectives i) to iv). Qualitative data was drawn from open-ended questions in the questionnaires and interview schedules. The study employed the thematic analysis approach. The set of observations gathered from the respondents was summarized and used to analyze these. Based on the goals of the study and the research questions, the data was divided into categories and sub-categories or themes and sub-themes for classification and analysis. Based on the findings, inferences and conclusions were reached. Tables and charts were used to provide the quantitative data results, which were then analyzed and debated, while prose was used to present the qualitative data results using descriptive analysis (narratives).

3.10 Summary Tables of Variables and Data Analysis

This section presents a Summary Table of Variables and Data Analysis

Table 3: Summary Tables of Data Analysis

Objectives	Independent Variables	Dependent Variables	Data Analysis
To establish the effectiveness of disciplinary policies and procedures in the development of values among learners in public secondary schools in Nakuru County	Disciplinary policies and procedures	Development of values among learners	Qualitative data – using descriptive statistics to use frequencies, mean, percentage Descriptive analysis (Narratives)
To determine the effectiveness of student leaders’ appointment procedures, in the development of values among learners in public secondary schools in Nakuru County.	Student leaders’ appointment procedures	Development of values among learners	Qualitative data – using descriptive statistics to use frequencies, mean percentage Descriptive analysis (Narratives)

Objectives	Independent Variables	Dependent Variables	Data Analysis
To find out the effectiveness of examination and assessment procedures in the development of values among learners in public secondary schools in Nakuru County.	Examination and assessment procedures	Development of values among learners	Qualitative data – using descriptive statistics to use frequencies, mean, percentage Descriptive analysis (Narratives)
To establish the effectiveness of guidance and Counseling procedures in the development of values among learners in public secondary schools in Nakuru County.	Guidance and Counseling procedures	Development of values among learners	Qualitative data – using descriptive statistics to use frequencies, mean, percentage Descriptive analysis (Narratives)

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter comprises the study's data analysis, presentation, interpretation, and discussion. Detailed sections of data analysis in the form of descriptive analysis, descriptive statistics, and inferential statistics as guided by the methodology in Chapter three are included in the chapter.

The purpose of the study was to assess the effectiveness of management procedures in the development of values among learners in public secondary schools in Nakuru County.

The specific objectives of the study

- i. To evaluate the effectiveness of disciplinary procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya
- ii. To determine the effectiveness of student leaders' appointment procedures, in the development of values among learners in public secondary schools in Nakuru County, Kenya.
- iii. To find out the effectiveness of examination procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya.
- iv. To establish the effectiveness of guidance and counseling procedures in the development of values among learners in public secondary schools in Nakuru County, Kenya.

The study collected both quantitative and qualitative data. Questionnaires, interview schedules and focus group discussions were used to collect data. Quantitative data was analyzed using descriptive statistics (frequencies and percentages) and presented using tables, while qualitative data was analyzed using textual analysis and presented using frequency tables and narrations.

4.1.1 Respondents' Response Rate

A total of 172 questionnaires and 86 interview schedules targeting 86 students, 86 students, and 86 principals were distributed and the response rate is provided in Table 4.

Table 4: Respondents' Response Rate

Respondent Category	Sample	Actual	Percentage
Principals	86	69	80.23%
Teachers	86	69	80.23%
Student Leaders	86	69	80.23%
	258	207	80.23%

The study was able to obtain a response from 69 students, 69 teachers, and 69 principals; translating into a response rate of 80.23%. This was sufficient to enable the researcher to come up with reliable conclusions and recommendations. The recommended response rate for on-paper surveys is 75.0% (Nulty, 2008). Consequently, therefore, the attained response rate was sufficient for this research.

4,2 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents.

4.2.1 Gender of the Respondents

The response concerning the gender of the two categories of respondents is provided in Table 5.

Table 5: Gender of the Respondents

Sex	Teachers		Principals	
	F	%	F	%
Male	28	41%	36	52%
Female	41	59%	33	48%
Total	69	100	69	100%

The results presented in Table 5 show that among the teacher respondents, 41.0% were male and 59.0% were female. In addition, 52.0% of the principals were male, while 48.0% of them were female. The results suggest that both genders were represented in the study. The researcher was able to capture the responses from all the respondents, thus eliminating the possibility of bias based on gender.

4.2.2 Age of the Respondents

The respondents were asked to indicate their age, and the response was as provided in Table 4.3. This was guided by the age brackets provided therein.

Table 6: Age of the Respondents

Age Bracket	Teachers		Principals	
	F	%	F	%
21- 30 years	8	12%	0	0%
31- 40 years	33	48%	6	9%
41 - 50 years	23	33%	43	62%
51 - 50 years	5	7%	19	28%
Above 60 years	0	0%	1	1%
Total	69	100%	69	100%

The findings in Table 6 show that 12.0% of teachers were in the age bracket of 21 to 30 years, 48.0% of the teachers and 9.0% of the principals were aged 31 to 40 years, 33.0% of the teachers and 62.0% of the principals were aged 41 to 50 years, 7.0% of the teachers and 28.0% of the principals were aged 51 to 60 years, while 1.0% of the principals, in the age bracket above 60 years. The results suggest that the researcher was able to collect data across all age groups. This helped eliminate the possibility of bias based on age.

4.3 Effectiveness of Disciplinary Procedures in the Development of Values among Learners

This section presents the findings for objective one which established the effectiveness of disciplinary procedures in the development of values among learners in public secondary schools in Nakuru County.

4.3.1 Level of Discipline

The respondents were asked to describe the level of discipline in their respective schools and the responses were provided in Table 7.

Table 7: Level of Discipline

	Response	Frequency	Percentage
Teachers	Low	41	59.4
	High	28	40.6
	Total	69	100.0
Principals	Low	50	72.5
	High	19	27.5
	Total	69	100.0

The results in Table 7 show that 59.4% of the teachers and 72.5% of the principals who participated in the study reported that the level of discipline in the schools was low. This implied that there were cases of indiscipline experienced in schools which could have affected the development of values. This finding was in line with Otoro (2013) who found out that the standard of discipline was below expectation and this influenced values growth among secondary school students in the district of Machakos.

The results in Table 7 also revealed that over 27.5% of the teachers and 40.6% of the principals believed that the level of discipline was high in the schools. This could be a result of good leadership which could have impacted the development of values among the learners. This is to say, some schools had effective disciplinary procedures and thus were able to yield values associated with specific disciplinary measures. This is in

agreement with a survey by Heaven and Bourne (2016) who found that effective leadership influenced school values such as honesty, respect, ethics, and tolerance. The results suggest that school principals were committed to ensuring high levels of discipline in schools.

From the two sets of analysis, it emerges that the level of discipline among learners was unimpressive in over 59.4% of the public secondary schools in Nakuru County. This shows that some schools had successfully implemented effective disciplinary procedures and thus, were able to inculcate values among learners.

4.3.2 Rating of Efforts towards Development of Values among Learners

The respondents were asked to rate the performance of the school as far as the development of values among learners is concerned, and the responses were as provided in Table 8.

Table 8: Rating of Efforts towards Development of Values among Learners

	Response	Frequency	Percentage
Teachers	Low	48	69.6
	High	21	30.4
	Total	69	100
Principals	Low	50	72.5
	High	19	27.5
	Total	69	100

Results in Table 8 show that 69.6% of the teachers and 72.5% of principals who participated in the study rated the performance of the school as far as the development of values among learners as low. This implied that the efforts made towards the development of values among learners in most schools were inadequate and unimpressive and that more efforts still needed to be put in place toward the development of values among learners. This finding is in agreement with a study by Akanga (2014) who found that the Kenyan Community continues to encounter high rates of student delinquency as demonstrated in violent school protests, robbery, assassination, violence, abuse, arson, and combat, and related this condition to a lack of administrative actions and leadership mechanisms to provide students with leadership.

The results in Table 8 show that over 27.5% of the teachers and over 30.4% of the principals rated the performance of the school as far as the development of values among learners as high. In their opinion, the schools had made adequate efforts toward the development of values among learners. The results were a pointer to the schools' management commitment to the development of values among learners in some of the schools. This finding is in line with a study by Mohan (2016) who found that it was the school management's duty to make efforts to inculcate values among learners. Mohan claimed that management procedures provided the means for fulfilling the responsibility of inculcating values among learners.

4.2.3 Values developed from Disciplinary Procedures

The respondents (both teachers and principals) were asked to indicate which values are mostly exhibited by students in their schools, and the responses were as provided in Table 9.

Table 9: Values developed from Disciplinary Procedures

Value		Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
Love	No	0	0.0	2	2.9
	Yes	69	100.0	67	97.1
Integrity	No	35	50.7	37	53.6
	Yes	34	49.3	32	46.4
Honesty	No	35	50.7	37	53.6
	Yes	34	49.3	32	46.4
Obedience	No	13	18.8	16	23.2
	Yes	56	81.2	53	76.8
Punctuality	No	13	18.8	16	23.2
	Yes	56	81.2	53	76.8
Respect	No	14	20.3	16	23.2
	Yes	55	79.7	53	76.8
Peace	No	0	0.0	2	2.9
	Yes	69	100.0	67	97.1
Timekeeping	No	8	11.6	11	15.9
	Yes	61	88.4	58	84.1

Results presented in Table 9 indicated that 69(100%) of the teachers and 67(97.1%) of the principals believed that disciplinary procedures were effective in developing values related to love and peace. The results also show that 56(81.2%) of the teachers and 53(97.1%) of the principals believed that disciplinary procedures were effective in developing values related to obedience and punctuality. The results also show that 55(79.7%) of the teachers and 53(76.8%) of the principals believed that disciplinary procedures were effective in developing values related to respect. It was also shown that 61(88.4%) of the teachers and 58(84.1%) of the principals believed that disciplinary procedures were effective in developing values related to timekeeping. This implies that disciplinary procedures were effective in developing values of love, peace, obedience, punctuality, respect, and timekeeping.

These findings were in agreement with the work of Scaggs (2009) who found that unintentionally, the cycle of acquiring school punishment may influence how students respond to school officials, and how they interpret school rules and health. Significant social links with the organization will get broken and make young people more interested in crime. In a study by Solomons (2009), it was found that disciplinary procedures employed help create values such as respect, love, and compassion.

Results presented in Table 9 also revealed that 35(50.7%) of the teachers and 37(53.6%) principals believed that disciplinary procedures were not effective in developing values of integrity and honesty. This implies that disciplinary procedures were not effective in developing values of integrity and honesty. This could be a result of the fact that students devised means of survival to avoid punishment.

The results are similar to Muhammad and Muhammad (2007) who found that disciplinary procedures used in classrooms were an inefficient method of punishment administration, which never inspired students to behave differently. The analysis showed that most schools were utilizing inaccurate or inadequate methods to combat indiscipline in Siha high schools. This means that the disciplinary policies and procedures were not adequate for the development of values such as honesty and integrity. In a study by Kahoiya, Kimosop, and Kagemu (2017) it was found that learning techniques employed in classrooms were inadequate and the researchers also proposed instructor instruction on new means of curriculum control and awareness-raising of alternate approaches.

4.2.4 Values Developed from disciplinary Procedures

The respondents were asked to indicate how the selected disciplinary policies and procedures used in schools influenced the development of values among students and the responses are captured in Table 10. The table recorded the frequencies and percentages of multiple responses as provided in the open-ended questions.

Table 10: Values Developed from Disciplinary Procedures

Disciplinary Procedures	Values Developed	Teachers		Head Teachers	
		F	%	F	%
Corporal punishment	Obedience	12	17.4	3	4.3
Suspension	Responsibility	39	56.5	41	59.4
	Integrity	11	15.9	4	5.8
	Punctuality	3	4.3	6	8.7
	Obedience	49	71.0	39	56.5
Expulsion	Respect	58	84.1	21	30.4
	Obedience	4	5.8	2	2.9
Withdrawal of privileges	Responsibility	24	34.8	4	5.8
	Obedience	12	17.4	20	29.0
	Respect	11	15.9	8	11.6
Withdrawal from class activities	Responsibility	9	13.0	9	13.0
Detention	Peace	3	4.3	3	4.3
	Integrity	6	8.7	1	1.4
Mockery in class and at assemblies	Obedience	4	5.8	1	1.4

The study in Table 10 shows that only 12(17.4%) of teachers and 3(4.3%) of the principals believed that corporal punishment was effective in developing values related to obedience. This implies that corporal punishment was effective in developing values

related to obedience. This finding is in agreement with the findings in a study by Onyango, Simatwa, and Gogo (2016) who found that the use of corporal punishment as a disciplinary procedure ended up yielding vices instead of values. They argue that corporate punishment was a form of mental harassment to the learner and this had a consequence of disobedience among the affected students. In a study by Mugambi (2013), it was found that the major reasons advanced for the continued use of corporal punishment were its perceived effectiveness and the perception that it is time-saving, but this created vices such as hate and further disobedience, instead of values.

The findings are not in line with a study by Feinstein and Mwahombela (2010) who found that corporal punishment in Tanzanian public secondary schools was the most common form of punishment. Interestingly, some schools in Nakuru County were still using corporal punishment even after the ban by the government. The failure of corporate punishment to yield values was one of the reasons why it was banned in Kenya. The Children's Act (Government of Kenya, 2001) entitles children to protection from all forms of abuse and violence. Kindiki (2011) observed that although the government through the Ministry of Education abolished corporal punishment in schools in Kenya, some schools are using it yet its use does not yield value among learners as it only yields fear and hate among them

The study shows that 56.5% of teachers and 59.4% of principals indicated that the use of suspension developed responsibility among learners. This is because suspended students lost quality study time in school and thus learned to behave responsibly. One student leader is quoted saying *“Suspension enables children to take responsibility for their*

selves when they are adults. When they are suspended, they realize they are being punished for having been irresponsible” This finding is similar to the findings in a study by Baraza (2007) who found that suspension promoted the value of responsibility among learners.

The findings show that the disciplinary procedures used helped make the students more responsible. The students learn to be responsible for their actions and to take good care of themselves and their property through the adoption of appropriate disciplinary procedures. Emmer (2005) found that disciplinary procedures helped instill in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for non-compliant students.

The results in Table 10 show that 56.5% of teachers and 71.1% of the principals indicated that the use of the suspension procedure helped in developing the value of obedience among learners. Suspended students learned to obey school regulations. The findings are in agreement with a study by Onyango, Simatwa, and Gogo (2016) who found that suspension was effective in handling discipline cases such as lack of participation in the classroom and disobedience.

According to over 15.9% of the teachers and 5.8% of principals, integrity was also developed among learners by the implementation of suspension. The results from less than 8.7% of the teachers and 4.3% of the principals indicate that suspended students learnt the value of punctuality. Suspended students were not happy with the school management as they felt mentally harassed. This made the students learn that it was

important to be punctual. This finding is similar to that in a study by Maina and Thinguri (2016) where it was established that students' suspension negatively affected their psychosocial well-being and their academic work, and therefore, this disciplinary procedure made the students learn that it was important to be punctual so as not to miss on important things in life. In a study by Barnum (2018), it was also established that suspension of students from school affected the students emotionally, and the associated traumatic experience tended to affect the whole academic life of the student. This experience made them appreciate the importance of punctuality as a value.

The teachers and headteachers were asked to indicate how the disciplinary policies and procedures used in school influenced the development of values among students and the responses from open-ended questions were as follows: Most of the principals and teachers indicated, the disciplinary measures implemented among the students make them change from their negative attitude to a favourable positive attitude requisite for learning. The procedures have the effect of reinforcing the correct attitude and promoting learners' positivity in life. Examples of comments from open-ended questions in the questionnaires included:

A Principal stated, *“Undisciplined students change for the better. They learn to be responsible and disciplined”*.

Another principal is quoted stating that, *“disciplinary policies help students to have a positive attitude, to be good timekeepers, to be respectful and hard working.*

These procedures help the students have a positive attitude towards schooling and timeliness for school activities. The essence of time consciousness was highlighted by Temitayo, *et al.* (2013) who pointed out that, disciplinary procedures promoted time-consciousness among students.

The results also show that less than 5.8% of the teachers and 2.9% of the principals believed that the expulsion of students made them realize the value of obedience. The small percentage was because the expulsion procedure was not used in the majority of the schools. The findings from the schools implementing expulsion were in agreement with those in a study by National Crime Research Centre (2017), where it was found that expulsion made students more rebellious and disobedient. The report noted that expelled students have ended up getting admission to other schools, thus making it difficult to protect the rest of the students from the negative influence of such students.

The results in Table 10 revealed that 34.8% of the teachers and 5.8% of the principals believed that withdrawals of privileges helped develop the value of responsibility among the learners. This shows that a few schools that used this disciplinary procedure of withdrawals of privileges were able to develop the value of responsibility among learners but in very few schools. It, therefore, suffices that the majority of the respondents believed that the withdrawal of privileges did not make the learners more responsible. The findings are similar to those in a study by Webster (2019) who found that the use of the withdrawals of privileges strategy helped in the inculcation of the value of responsibility among the learners.

The results in Table 10 also show that 15.9% of the teachers and 11.6% of principals indicated that the use of withdrawals of privileges helped in developing values such as obedience and respect among learners. The majority of the teachers and principals did not provide an answer to this disciplinary procedure, as this was not practiced at their school.

Withdrawal of privileges involves taking away the things the student likes most, and as such it fosters positive behaviors such as obedience and respect. The results, therefore, contradict those in the survey by Morin (2019), who found that in many schools, the withdrawal of privileges affected the development of requisite values such as obedience and respect.

The results in Table 10 show that 13.0% of the teachers and 13.0% of the principals believed that withdrawal from class activities helped cultivate the value of responsibility among secondary school students. This means that majority of the teachers and principals did not provide an answer to this disciplinary procedure, as this was not used at their school. The results suggest that withdrawal from class activities did not achieve much in yielding the value of responsibility in the majority of the schools. Offenses related to the classroom attracted this form of punishment, and these findings are contrary to those in a study by Morin (2019) who found that withdrawal of learners from the class was used often, and this yielded values such as responsibility. In Morin (2019)'s study, there were cases where students were withdrawn from school and asked to perform hard labour on the school farm and according to a student in the focus group discussion session, the method was effective.

The student is quoted saying. *“The method of dealing with indiscipline students is of great help since the students are ashamed of being in the shamba the whole day; therefore, they abstain from mischievous acts”*

The results in Table 10 show that over 5.8% of the teachers and over 1.4% of the principals believed that the use of detention as a form of disciplinary measure helped cultivate values such as peace, and integrity among the students. This means that majority of the teachers and principals did not provide an answer to this disciplinary procedure, as this was not used at their school. In the schools that used this disciplinary procedure, some of the responses from students were as follows.

A student leader is quoted saying that *“Detention helps stop students from misbehaving and helps them reflect on their actions”*.

According to the responses detention had a deterrent effect but only resulted in the development of vices such as fear, instead of values. The results are, however, in agreement with those in a study by Armstrong (2018) where it was found that in most schools, the usage of detention methods has proven unsuccessful at modifying the behavior of the pupil and poses serious long-term threats to their well-being and that this helped learners develop values such as integrity and peace.

The results in Table 10 show that according to 94.2% of the teachers and 98.6% of the principals, mockery was not used in their school, but where it was used, it helped yield the value of obedience. The findings agree with those in a study by Wasmund (1995)

where it was found that mockery in class and at assemblies had the effect of lowering a student's self-esteem, and yielded no values among learners.

The results from teachers and principals captured using open-ended questions further revealed that, the adopted disciplinary procedures helped promote overall behavior change among secondary school students. For instance, the students learn to avoid theft cases by being honest and upholding respect for one another. A disciplinary master in one of the schools stated *“Disciplinary policies help students to be time conscious, avoid theft cases by being honest, and help in upholding respect to one another.”* The study results are in agreement with a study by Temitayo et al. (2013) who found that disciplinary procedures helped correct behavior such as defiance of a school authority; class disruption; truancy; fighting; the use of profanity; and damaging school property. The results are dissimilar to those found in a study by Maina and Thinguri (2016) who found that students' suspension negatively affected their psychosocial well-being and their academic work, and thus, was effective in promoting discipline among the students. The results are in agreement with a study by Omulema et al. (2015) where it was established that the use of suspensions in secondary schools had a great effect on students' psychological well-being.

The study also established that the disciplinary procedures employed in most schools were useful in promoting respect among the learners. The students learned to respect persons in authority and show respect for their peers, and that disrespect had punishable consequences.

A teacher is quoted saying “*Disciplinary policies adopted by us ensure that learners adhere to school rules and programmes.*” The findings associate disciplinary policies and procedures with values such as respect and obedience.

The study thus found that disciplinary procedures made learners appreciate the value of hard work. Students became aware that discipline is associated with hard work and these too are rewarding. The respondents explained that some of the procedures adopted made students develop a habit of working hard in class and completing assigned tasks both in school and at home. The results are similar to those in a study by Gitome et al. (2013) who found that Indiscipline lets students lose the emphasis on educational goals accomplished through diligent work, time control, and consideration for others which self-determination, which allows learners to concentrate on educational goals by effective disciplinary procedures.

4.2.5 Vices Developed from Disciplinary Procedures

Table 11 presents the vices developed from disciplinary procedures according to summarized responses as sought from teachers and principals from the open-ended questions. The frequency (f) value in Table 11 is not standard, given that these were multiple responses and the respondents only provided answers as applicable in their schools, and in cases where not applicable no responses were given. The responses were summarized into categories of related themes, that is, similar responses were grouped to yield emerging responses of vices developed in Table 11.

Table 11: Vices Developed from disciplinary Procedures

Disciplinary Procedures	Vices Developed	Teachers		Principals	
		F	%	F	%
Corporal punishment	Fear	16	23.2	19	27.5
	Hatred	21	30.4	13	18.8
Suspension	Criminal tendencies	9	13.0	7	10.1
	Some students drop out of school	27	39.1	9	13.0
	Backset in studies	42	60.9	32	46.4
	Hatred	19	27.5	14	20.3
Expulsion	Punished students feel heroic	23	33.3	14	20.3
	Fear	4	5.8	3	4.3
	Rebellion	3	4.3	9	13.0
	Hatred	4	5.8	5	7.2
	Genesis of strikes	4	5.8	6	8.7
	Violation of rights	6	8.7	7	10.1
Withdrawal of privileges	Hatred	7	10.1	3	4.3
	Further indiscipline	13	18.8	5	7.2
Withdrawal from class activities	Time wastage	8	11.6	16	23.2
	Negative attitude	10	14.5	13	18.8
	Some students do their activities	14	20.3	11	15.9
	Violation of rights	11	15.9	19	27.5
Detention	Negative attitude toward schooling	16	23.2	11	15.9
Mockery in class and at assemblies	Negative attitude	12	17.4	8	11.6
	Low self-esteem	27	39.1	46	66.7

The results in Table 11 show that 23.2% of the teachers and 18.8% of the principals believed that use of corporal punishment developed vices such as fear and hatred. Canning makes children hate school and fear the teachers. This is in agreement with the findings in a survey by Uthayakumar (2012) which reported that corporal punishment causes different types of emotional outbursts like hatred, anger, fear, anxiety, and depression in the long run.

The results in Table 11 revealed that 13% of the teachers and 10.1% of the principals mentioned criminal tendencies as one of the vices resulting from the use of suspension as a disciplinary procedure. Suspended students are at a greater risk of alienation from school, alcohol and drug use, and future antisocial behavior. There is a higher likelihood that suspended students can engage in crime. *A student leader said, "When you suspend students, you are sending them to become exposed and attracted to anti-social behaviours. They return to school worse than they left".*

The results are similar to those in a report by Department for Education (2011) where it was revealed that suspension exposed students to anti-social behaviours. The report revealed that the most common behaviours resulting in suspension in the United Kingdom, United States of America, and Australia are acts of physical violence, as well as nonviolent behaviours such as disruptive behaviour, persistent misbehaviour, and other related behaviours. These were also the results of a study by Hemphill et al. (2009), where it was found that suspension has also been shown to be a risk factor for delinquency and future imprisonment.

The results in Table 11 show that 39.1% of the teachers and 13.0% of the principals believed that suspension creates the possibility of students dropping out of school. Suspended students become exposed to other non-school activities and are attracted to bad practices such as drug abuse or are tempted to engage in child labour. For the girls, such suspension may result in exposure to early pregnancy. One student during the Focus Group Discussion session said, *“The school management regrets suspending a very promising girl, she never returned, she was convinced by her Aunt that school was over. Later she became pregnant, and she lost interest in school. Most students became vulnerable when suspended”*.

The results show that over 60.9% of the teachers and over 46.4% of the principals were of the opinion that suspension resulted in the vice of backset in studies. Suspended students lost quality study time and this made them lag in subject areas, eventually affecting their academic achievement. A teacher in charge of discipline commented, *“Sadly as it may sound, suspended students end up lagging in syllabus coverage”, some catch-up, and some are unable to follow up. They start performing poorly after suspension”* The results were similar to the findings in a study by Brakebill (2018) which reported that students lose valuable instruction and learning time whenever they are taken out to the classroom, and many schools have a no-makeup policy for work missed because of suspension.

The results revealed that 33.3% of the teachers and 20.3% of the principals were of the opinion that the suspension of students resulted in hatred and a heroic feeling among students. When students are suspended, they feel that the school management and the

teachers do not like them, and thus, there is a feeling of animosity. A student leader stated *“You will hear some of the students praising the suspended students equating them to personalities such as Koigi Wamwere, Raila, and Mandela, and demeaning the suspension procedure.”* To cover the pains associated with these procedures, they pose as heroes to their peers and want to command some recognition and respect, when they return, just like some political detainees would do.

The results in Table 11 show that 5.8% of the teachers and 4.3% of the principals indicated that expulsion of students developed vices such as fear, rebellion, hatred, the genesis of strikes, and violation of rights. Majority of the respondents did not find this question applies to them as they did not use this disciplinary procedure. When students are expelled from school, their friends, in school and out of school are affected, they become disobedient and develop a vengeful spirit. In the case, of a day school where they can meet daily, the students can plot strikes. Expulsion as a source of strikes was cited in a study by Akanga (2014) and Saunters (2009) who reported that expelled students teamed up with existing students to organize strikes.

The study results in Table 11 revealed that 10.1% of the teachers and 4.3% of the principals were of the opinion that the withdrawal of privileges resulted in vices such as hatred and further indiscipline. When students are denied, something that they like much, they tend to reflect and realize the weight of the offense committed. The results were in agreement with a study by Nyang’au (2013) in public secondary schools in Matungulu District of Machakos County which established that withdrawal of privileges does not help improve student behavior in schools.

The results in Table 11 show that 11.6% of the teachers and 15.9% of the principals were of the opinion that withdrawal from class activities resulted into vices such as time wastage, negative attitude, students' engagement in unsafe non-school activities, and that it was a violation of students' rights. Students withdrawn from class when the lesson is going on are not able to easily catch up with their classmates, and they often fall behind in class performance. The results are in agreement with those in a study by Nyang'au (2013) who reported that that even though the withdrawal from class activities was effective as a disciplinary procedure such withdrawal had far-reaching effects in other areas of student life.

The study results in Table 11 revealed that 15.9% of the teachers and 15.9% of the principals were of the opinion that detention of students as a form of punishment, resulted in a negative attitude towards schooling. A detained student is mentally harassed and feels that he/she is not loved. A teacher is quoted saying "*I do not think detention is effective, 3 out of 4 detained students have ended developing negative attitudes towards schooling and school work*". There is an evident loss of self-esteem, subsequently, this piles up to the loss of attitude in learning or in the subject taught by the teacher who engineered the suspension. The results are not similar to those in a study by Ma (2019) where it was established that detention can stop students from misbehaving and help them reflect on their actions, as this pushes the learner into psychological jeopardy.

From Table 11, it is shown that the disciplinary procedures that were employed in most of the public secondary schools in Nakuru County were useful in the development of

values among learners. However, from the respondents' explanations, the extent of application varied from school to school.

One student leader stated *“Even though the school administration and student leaders are doing their best, there are some out-of-school factors that are rendering our efforts useless”*

Corporal punishment and mockery in class and at assemblies were rarely used in most schools. This is because they are outlawed. Corporal Punishment is used in cases such as drug abuse, fighting, and bullying. The government of Kenya banned corporal punishment in Kenyan schools in 2001 and enacted the Children's Act (Government of Kenya, 2001) which entitles children to protection from all forms of abuse and violence. However, some public secondary schools were still using this approach despite the ban by the government. Mockery in class and at assemblies had the effect of lowering a student's self-esteem. This procedure was employed to reinforce behavior and make the wrongdoer desist from bad behavior. Wasmund (1995) observed that sarcasm had the effect of lowering the self-esteem of the learner, tampering with his or her ego, and permanently estranging him from the teacher and the school order.

4.2.6 Students' Explanations of the Disciplinary Procedures used in Schools

Results from student leaders revealed that in the case of indiscipline, interrogations and investigations were conducted first to get to the root cause of the indiscipline acts and whether it was committed. It emerged that the student is given a chance to explain him/herself. After this, depending on the weight of the indiscipline case, the student is

suspended, expelled, or given a punishment for either sweeping or cleaning the compound. This procedure was also explained in detail during the two focus group discussions. The result is similar to that of a study by Mpisso (2004) cited in Maingi (2015), which placed suspension and expulsion as a last resort.

The results from the focus group discussion with the students revealed that a student found to be on the wrong side of the school rules was first taken through a counseling session. This is to establish the drive behind him or her in going against the school rules. After the talks, the student is suspended from attending co-curricular activities for a week so they to rethink their behaviors. This is contrary to what one of the teachers said: *“the students are suspended first after which, they are invited for counseling”*.

The results from data collected using interview schedules also found that in some of the cases, student leaders pointed out that the disciplinary procedure included corporal punishment which was usually administered by parents. One of the student leaders observed, *“the parents of the students are called to come and help in deciding the fate of the student involved. Only the parent does the canning”*. However, this procedure was also mentioned during the two focus group discussions which were made of students without leadership positions in the school. This negates the provisions of the Children's Act (Government of Kenya, 2001) which abolished corporal punishment, and thus it is wrong regardless of whether done by the parents or the teachers.

The pupils provided the following answers when asked what they had learned from the disciplinary policies and procedures used at their school. Students are required to maintain strict discipline at all times because they are aware of the negative effects of

their disobedience; students who fear severe punishment work as hard as they can to maintain their reputation and avoid being implicated in any cases of disobedience; and many students love co-curricular activities, so the threat of being prevented from participating in any of them affects them, leading them to try as hard as they can to maintain discipline. The results are similar to those in a study by Rivers (2010) which found that severe punishment resulted in situations where students were forced to use trickery and excuses to escape punishment.

4.2.7 Disciplinary Policies and Procedures in dealing with Students Back from Suspension

Using selected statements and indicators of disciplinary procedures, the researcher was able to create a deeper understanding of how the school administration dealt with students who come back from suspension, and the results were as presented in Table 12.

Table 12: Disciplinary Policies and Procedures in dealing with Students Back from Suspension

		Teachers		Principals	
		F		F	
The school readmits students back after suspension	No	7	10.1	10	14.5
	Yes	62	89.9	59	85.5
The parents accompany their children to school and sign declarative discipline forms	No	7	10.1	9	13.0
	Yes	62	89.9	60	87.0
The suspended student is put under compulsory guidance and counseling program	No	0	0.0	2	2.9
	Yes	69	100.0	67	97.1

The suspended student is put under another punishment	No	42	60.9	45	65.2
	Yes	27	39.1	24	34.8
The suspended students are asked to write an apology letter	No	0	0.0	2	2.9
	Yes	69	100.0	67	97.1
The suspended student is served with a warning letter	No	21	30.4	19	27.5
	Yes	48	69.6	50	72.5
The student is left free to join other students	No	69	100.0	66	95.7
	Yes	0	0.0	3	4.3
Exemption from manual duties	No	62	89.9	60	87.0
	Yes	7	10.1	9	13.0
Reporting every day to the deputy headteacher	No	54	78.3	51	73.9
	Yes	15	21.7	18	26.1
Dialogue with the school headteacher	No	27	39.1	27	39.1
	Yes	42	60.9	42	60.9
Attached to one of the teachers for help	No	14	20.3	17	24.6
	Yes	55	79.7	52	75.4
Follow up on student's conduct by the class teacher	No	0	0.0	2	2.9
	Yes	69	100.0	67	97.1
The student is left to decide on his/her own whether to continue schooling or not	No	69	100.0	65	94.2
	Yes	0	0.0	4	5.8

The findings in Table 12 show that 100% of the teachers and 97.1% of the principals indicated that a suspended student is put under compulsory guidance and Counseling

program. Counseling services provided to students help the learner realize the intensity of committed offenses and understand that there are better options. The results were similar to those in a study by Dimigan (2017) who established that both in and out-of-school counseling were found more effective when followed by counseling of the affected student(s).

The results in Table 12 show that 89.9% of the teachers and 85.5% of the principals indicated that their school readmits students back after suspension. Suspension from school involves the removal of the offender from the school environment pending the determination of the student's misbehavior. The assumption or understanding that a suspended student is expected to correct his/ her behavior when given a chance to go on with school. This result is similar to that in a study by Iselin (2010) who found that suspension from school was effective in removing a problematic student from school, providing temporary relief to frustrated school personnel, and raising parental attention to their child's misconduct. Once this aim is achieved, the student should be allowed to continue learning and thus, enjoy his right to education.

The results in Table 12 show that 89.9% of the teachers and 87.0% of the principals indicated that the parents accompany their children to school and sign declarative discipline forms. This is because one of the aims of suspension is to raise parental attention to their child's misconduct. The teachers and principals shared a common understanding that parents want their children to be successful in their endeavors. The findings in this study are in line with those in a study by Wanja (2014) who pointed out

the need of involving parents in disciplining children. In this case, students appreciated the essence of responsibility and obedience.

The results in Table 12 revealed that 60.9% of the teachers and 60.9% of the principals indicated that the suspended student was not put under another punishment. In most cases, suspension was regarded as sufficient corrective action and thus, the schools did not give further punishment to the student. The results are in agreement with a study by Omuluma and Mureithi (2015) who observed that suspensions had a great effect on students' psychological well-being and that, additional punishment after suspension was detrimental to the learner. This made the learners understand the importance of obedience to school regulations, as disobedience attracted suspension.

Results in Table 12 show that over 100.0% of the teachers and 97.1% of the principals indicated that the suspended student is asked to write an apology letter. Writing an apology is an act of remorsefulness, admitting the mistake, and can be interpreted to mean that the student has acknowledged his/ her mistakes and is ready to change. The results are in agreement with those in a survey by Holland (2019) which pointed out that failing to apologize for misconduct committed was in itself, an act of indiscipline. Writing an apology goes a long way to demonstrate, the commitment of the offender towards rectification of behavior. This implied that the school management in most of the schools was keen in ensuring that the suspended students were allowed back to school and learn from their past mistakes. The critical role of teachers in enforcing disciplinary policies and procedures is emphasized in a study by Otoro (2012) who indicated that teachers needed to take this task seriously.

4.2.9 Challenges in the Use of Suspension

The responses concerning the main challenges facing the use of suspension in enforcing discipline in school were as provided in Table 13.

Table 13: Challenges in the Use of Suspension

		Teachers		Principals	
		F	%	F	%
Uncooperative teachers	No	62	100.0	65	94.2
	Yes	0	0.0	4	5.8
Uncooperative parents	No	6	9.7	15	21.7
	Yes	56	90.3	54	78.3
Refusal of students to tell the truth	No	7	11.3	17	24.6
	Yes	55	88.7	52	75.4
Suspension makes the student popular among other students	No	29	46.8	35	50.7
	Yes	33	53.2	34	49.3
Fear of performance going down	No	13	21.0	18	26.1
	Yes	49	79.0	51	73.9
Some suspended students incite others to go on strike	No	41	66.1	44	63.8
	Yes	21	33.9	25	36.2
Fear of legal implications	No	43	69.4	46	66.7
	Yes	19	30.6	23	33.3
Some students bring strangers instead of their parents	No	14	22.6	21	30.4
	Yes	48	77.4	48	69.6
Parents request for a reduction in the suspension period	No	28	45.2	34	50.7
	Yes	34	54.8	33	49.3

The results in Table 13 show that 100.0% of the teachers and 94.2% of the principals indicated that uncooperative teachers, were not one of the main challenges facing the use of suspension in enforcing discipline in school. However, 5.8% of the principals indicated otherwise. Uncooperative teachers could collude with students and allow students to attend classes secretly while under suspension, or cover up an offense that warranted suspension. Uncooperative teachers in the implementation of disciplinary procedures are likely to affect the process of developing values among learners. This result is similar to that in a study by Okonofua et al. (2016), which established that teachers' mindsets about discipline directly affect the quality of teacher-student relationships and student suspensions and can be changed through scalable intervention.

The results in Table 13 revealed that over 49.3% of the teachers and over 49.3% of the principals indicated that the main challenges facing the use of suspension in enforcing discipline in school included uncooperative parents and parents' requests for reduction in the suspension period and that some students bring strangers instead of their parents. This means that parents' support was crucial for the effectiveness of suspension as a disciplinary procedure in the development of values among secondary school students in Nakuru County. The results suggest that uncooperative parents in the implementation of disciplinary procedures worked negatively in the process of developing values among learners. The results in this study are in line with that of Murray et al. (2014) where it was established that lack of parents' cooperation was a barrier to effective application of suspension, and thus, development values through this disciplinary was negatively affected.

The results in Table 13 show that over 33.9% of the teachers and over 36.2% of the principals indicated that the main challenges facing the use of suspension in enforcing discipline in school were the fact that, suspension makes the student popular among other students and that some suspended students incite others to go on strike. Suspended students see themselves as heroes who have undergone a passage that other students are afraid to pass through and tend to convince others to join them in these heroic mischiefs. These results are similar to those in a study by Sautner (2009) who established that students frequently regard suspension as a reward rather than punishment and that interpretation makes them feel they deserve some honor among their peers, and this limited the chances of developing values among learners.

The results in Table 13 show that over 88.7% of the teachers and over 75.4% of the principals indicated that the main challenge facing the use of suspension in enforcing discipline in school was students' refusal to tell the truth. Students' refusal to tell the truth to parents and teachers complicated the process of making decisions to arrive at suspension. Parents found themselves thrust into an adversarial system, which can be intimidating. A student must tell the truth when he or she testifies, and will have to admit guilt. Having the student testify could make it easier for the school to prove its case. The unjustified cause may cause parents and teachers to clash, and this is not good for the students. The results suggest that the refusal of some students to tell the truth in the implementation of disciplinary procedures limited the chances of developing values among learners. The results are in agreement with those in a study by Mooney (2008) who found that parents raised complaints that some reasons for the suspension of students

were groundless and this made them unhappy with the teachers, consequently, this limited the chances of developing values such as honesty among learners.

The results in Table 13 show that 79.0% of the teachers and 73.9% of the principals indicated that the main challenge facing the use of suspension in enforcing discipline in school was fear of performance going down. The desire to maintain or improve the school mean grade made some principals not apply suspension to high-performing students even when their misconduct warranted suspension. This result resonates with that the study by Byaruhanga (2017) where it was observed that enforcing discipline is one of the biggest challenges in every school and that some school managers decided to exercise leniency on high-performing students in the quest of achieving school aims. According to Byaruhanga, the way a school handles situations of misconduct can affect both the performance of the offending student and the behavior of all students as a whole. Furthermore, strict or lenient school discipline policies are associated with higher retention rates and more juvenile court involvement, while lenient policies are associated with higher dropout rates.

4.3 Effectiveness of Student Leaders' Appointment Procedures in the Development of Values among Learners

This section presents the findings for objective two which sought to determine the effectiveness of student leadership selection appointment procedures, in the development of values among learners in public secondary schools in Nakuru County.

4.3.1 Method of Student Leaders' Appointment – Students' Responses

Qualitative analysis using data collected from the focus group discussions revealed as follows: The results show 56 out of 69 student leaders explained that elections were carried out democratically under the supervision of teachers. In this case, every student had a right to vote for his or her preferred candidate.

When probed further, one student stated:

“We suggest names to our teachers from which a list of candidates is made by teachers. At times they drop our preferred candidates”.

After vote counting, the winner is declared, and teachers do the vetting to remove undisciplined students. The school allowed the students to express themselves freely without coercion, and participate willingly in their choice of student leaders. However, one student stated:

“The leaders we elect are not our representatives, they are teachers' representatives among us”.

Some form of arguments arose at this stage; with some of the students saying that their leaders indeed represented them. This brought questions as to whether elections were fairly conducted or whether there was some form of favouritism to some candidates. The students were of the opinion that the election process needed to be revised so that they can directly elect leaders of their choice. This means that the participation of learners in the election process made them learn values such as integrity, and responsibility. These findings are similar to those in a study by Murage et al. (2016) which revealed that in some secondary schools, students failed to take instructions from student councils where they felt that the election of student council members was not free and fair. Murage et al. (2016) further add that for effective management of discipline, the cooperation between the head teacher, staff, students, parents, and the community is essential and elections should not just be a teachers' issue only.

Further responses from the interview schedule administered to student leaders revealed that the appointment of student representatives was done by the teachers. A student leader stated that *“Student leaders are appointed by teachers, while class representatives such as senators are elected at the class level by the students”*. This result implied that student leaders were appointed by the teachers in most of the schools, and thus the students were not allowed to exercise their democratic right of electing student leaders. This is because teachers felt that the students could not make good choices of leaders. The focus group discussions also revealed that student leaders were appointed by teachers, and the students felt deprived of an opportunity to learn from the electoral processes and procedures. The process in the schools, therefore, raises integrity concerns, and where it was properly done, it helped develop values such as integrity and honesty among the

learners. This finding was in agreement with a study by Mutua (2014) who found that in many schools in Kenya, student leaders are appointed by teachers. Mutua reported a situation where teachers sit in a staffroom and appoint leaders without or with very little input from students in the choice of their leaders.

The results from the focus group discussions and the interview schedules revealed that lessons learned from the appointment procedures included values such as honesty, hard work, obedience, neatness, and good communication skills. A student leader said: *I believe that I was appointed because of my hard work and because I obey all the school regulations*” A student in the interview session is quoted saying. *“We want leaders who can communicate well and are honest. The process of election helps us kick away traitors”*

However, they mentioned that they believed that democracy is promoted when the students elect a leader of their choice. The student leaders appointed also mentioned that they tried as much as possible to maintain their positions by leading the school in the right direction. A student leader said *“I have to perform the work I was elected for diligently. It is an involving task to become famous and known, but losing the fame is a matter of minutes”* Better still, student leaders elected by the students interacted peacefully with the students since they elected them. One student during the FGD session stated that *“They say they have given us freedom, but such freedom is just a show/cosmetic. The teachers are in control of the process and there is corruption”*. This finding was in agreement with a study by Mutua (2014) who found that in many schools in Kenya, student leaders were appointed by teachers. This made children believe that

teachers were corrupt and that rigging is a routine in elections. Through the process, the students were made to learn the importance of integrity and honesty.

4.3.2 Teachers' Role in the Appointment of Student Leaders

In almost all schools after democratic elections were held and then vetted by teachers based on the level of student discipline and the academic performance of the candidates. According to 39 of the student leaders, the schools guided the qualifications of every student contesting.

A student leader pointed out as follows: *"Our teachers help us to avoid electing 'bad boys' in offices, otherwise they can mess up everyone and the school."* In this case, the 'bad boys' term refers to students known to be highly undisciplined. Another student in the FGD session stated *"Teachers do not allow undisciplined students to contest for seats during elections"*. This helped develop the value of discipline among the learners, as this was one of the criteria used in the appointment of student leaders.

The results from an open-ended question in the questionnaire revealed that the teachers and principals had the same understanding as that of students/student leaders, that in some schools, students suggest names of candidates and forward them to the teachers to interview them. *A principal stated as follows: In step 1 students nominate leaders among themselves; in Step 2, the list is presented to teachers for vetting of nominated candidates; in Step 3 elections are conducted, and in Step 4 elected leaders are inducted and assume office.*

Another principal indicated as follows: *“We ensure that teachers give a checklist/guidance for students who qualify to campaign to be elected as student leaders.*

Another principal is quoted saying *“Democratic principles are applied. Every student has a right to vote for his or her preferred candidate. After vote counting, the winner is declared. Teachers do the vetting to remove undisciplined students.*

This implied that prospective student leaders were provided with guidance on the required qualifications for the position of interest, and this happened in most of the schools in the county. Ryan (2006) observed that democratic student leadership of any sort might not be effective in practice, because several educators oppose it. In this context, the school management is drowned in the belief that students are not capable of making sound educational decisions; they lack confidence; cannot handle the heavy workload; are only at the school for a few years; tend to challenge traditions, and there is a potential conflict.

The findings from the teachers and the principals are also in agreement with a study by Masinire and Sanchez-Cruz (2008) in Zimbabwe who found that student appointment procedures in the country did not factor in students' input and were not democratically done and thus, students felt they were denied of their democratic right to elect leaders of their choice. In Masinire and Sanchez-Cruz's study, the students reported, that concept of leadership and voice was not appealing, because all the other students became overshadowed, disconnected, and depersonalized.

4.3.3 Values Developed through Student Appointment Procedures - Teachers and Principals

According to the teachers and principals, the values learned by students through the process of student leaders' appointment procedures were as presented in Table 4.11. The table recorded the frequencies and percentages of responses and provided the open-ended questions. The difference is because there were cases of multiple responses, for instance, one teacher cited more than one response. The base for percentage computation was the total number of participants.

Table 14: Values Developed through Student Appointment Procedures - Teachers and Principals

Values Developed	Teachers		Principals	
	F	%	F	%
Accountability	3	4.3	4	5.8
Smartness	2	2.9	5	7.2
Democracy	3	4.3	3	4.3
Encourage them to have leadership skills	1	1.4	1	1.4
Good grooming	2	2.9	2	2.9
Hard work	6	8.7	6	8.7
Honesty	11	15.9	4	5.8
Humility	8	11.6	6	8.7
Integrity	28	40.6	19	27.5
Leadership skills	7	10.1	4	5.8
Responsibility	16	23.2	10	14.5

Right to vote	5	7.2	2	2.9
Self-esteem	9	13.0	7	10.1

The results in Table 14 show that 2.9% of the teachers and 2.9% of the principals indicated that the values learned by students through the process of student leaders' appointment procedures included good grooming, hard work, honesty, accountability, smartness, and democracy. These are some of the qualities required for leadership. Students who want to aspire to leadership positions in the future can realize the importance of embracing these values. The result is in line with that of the OECD (2017) where it was pointed out that the issues of accountability, honesty, and hard work informed the process of student appointment, and that building a culture of integrity in society necessarily begins with the education of young people on processes such as the election process. The report emphasized the need of equipping young people with knowledge and skills to resist corruption.

The focus group discussions also revealed that student leaders were appointed by teachers, and the students felt deprived of an opportunity to learn from the electoral processes and procedures. In both the FGDs and the interview schedules, the student leaders were asked to indicate what lessons were learned from the student leaders' appointment policies and procedures as applied at their school. The analysis reveals that according to the student leaders the procedures used helped promote values such as honesty, hard work, obedience, neatness, and good communication skills. However, one student is quoted saying; *"We can only say that we are exercising democracy if we are allowed to elect leaders of our choice"*.

The results in Table 14 show that 2.9% of the teachers and 2.9% of the principals cited understanding and experience of the right to vote as one of the values learned by students through the process of student leaders' appointment procedures. The results suggest that only a few teachers and headteachers appreciated the value of democracy from the appointment procedures, given that they still upheld the view that students were not mature enough to identify good and reliable leaders on their own. Students learned the essence of exercising their democratic right of voting, that is participation in representative democracy. However, it suffices also that most schools are using these appointment procedures just because, it is a requirement by the government. The results resonate well with those in a survey by Serem (2012), where it was found that many schools across the country, both secondary and primary, have adopted this approach allowing students to exercise their democratic rights at a young age.

The results in Table 14 show that 14.5% of the teachers and 10.1% of the principals were of the opinion that integrity, leadership skills, and responsibility were some of the main values learned by students through the process of student leaders' appointment procedures. Students learn that one needs to demonstrate integrity and to show that he/she is responsible to be elected, as these are values expected of good leaders. The results resonate with the argument in a study by Marusic et al. (2012) where it was established that without electoral integrity, leaders and officials lack accountability to the public, confidence in the election results is weak, and the government lacks the necessary legitimacy.

The student leaders indicated through their responses that student leaders appointed tried as much as possible to maintain their positions by leading the school in the right direction. Student leaders elected by the students interacted peacefully with the students since they elected them. Another student stated, *“The appointment process is good since only qualified and disciplined students have the opportunity to lead the school in the right direction.”* The results are in agreement with those in a study by Murage (2017) in which, it was found that imposed leaders on students found it difficult to interact with the students and that students failed to take instructions from student councils where they felt that the election of student council members was not free and fair.

4.4 Effectiveness of Examination Procedures in the Development of Values among Learners

This section presents the findings for objective three which sought to determine the effectiveness of examination procedures, in the development of values among learners in public secondary schools in Nakuru County.

4.4.1 Effectiveness of Examination Procedures in Secondary Schools

The secondary school principals and teachers were asked a set of questions related to the implementation of examination procedures in their respective schools and the response were presented in Table 15. The table recorded the frequencies and percentages of responses and provided the open-ended questions. The difference is because there were cases of multiple responses, for instance, one teacher cited more than one response. The base for percentage computation was the total number of participants.

Table 15: Examination Procedures used in Schools

		Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
Provision of regular assignment	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Use of regular exercise	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Teacher made tests	No	7	10.1	7	10.1
	Yes	62	89.9	62	89.9
Continuous Assessments Tests (CATs)	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Schemes for making learning and training programmes practical-oriented	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Field studies	No	7	10.1	7	10.1
	Yes	62	89.9	62	89.9
Through self-assessment	No	36	52.2	38	55.1
	Yes	33	47.8	31	44.9

The results in Table 15 show that 89.9% of the teachers and 88.4% of the principals indicated that the examination and assessment procedures used in school included the provision of regular assignments and the use of regular tests. Regular assignment implies that the learner has to be prepared at all times, and thus this makes the learner work hard.

This appears to be a standard policy in secondary schools, which is the reason why it was used in all schools. The findings are similar to those in a study by Kimani *et al.* (2013) where it was reported that the use of regular classroom assignments and exercise was one of the most used strategies in most public secondary schools and this was effective in developing values such as preparedness and hard work.

Results in Table 15 show that 89.9% of the teachers and 89.9% of the principals indicated that the examination and assessment procedures included teacher-made tests. When a teacher makes his/her examination, she can make as many or as few as she wants. More frequent testing gives a better look at the student's progress throughout the chapter and over the year. This practice helped develop values such as preparedness and preparedness. This is because the learner has to be always prepared for the tests. The results are in agreement with a study by Onacha (2010) who found out that many schools in Kenya have a provision for teacher-made tests.

The results in Table 15 show that all (100.0%) of the teachers and 100.0% of the principals indicated that Continuous Assessment Tests (CATs) were one of the main examination and assessment procedures. The use of continuous assessment tests makes the learner remain focused on school goals, and the learner can set individual targets and work hard to achieve them. Learners appreciate the value of hard work. This finding was in agreement with the results of a study by Samiullah and Anjum (2017), which found that student's participation in Continuous Assessment Tests (CATs) made students develop a culture of hard work and understand the essence of preparedness. The findings also agree with those in a study by Lahey (2014) who found that continuous formative

testing promotes the cognitive processes that have been shown to maximize long-term retention and retrieval. Frequent testing “not only measures knowledge, but changes it, often greatly improving retention of the tested knowledge, and builds the culture of hard work.

The results from the interview schedules and the FGDs also revealed that secondary schools administered Continuous Assessment Tests (CATs). A student leader explained as follows: *“We normally have Continuous Assessment Tests (CATs) after 2 weeks, and this is heavy on us”* In another school, a student explained, *“After every month there is a CAT, and as if that is not enough, we have several RATs, opener, and end of term exams”*. The RATs are random assessment tests. Another student stated that *“Students are given two examinations per term, that is the mid-term and at the end of the term. In between there are several CATs”*. Another student indicated as follows: *“We have three exams, the opener, midterm, and end-of-term exams”*

According to the student leaders, there were several lessons learned from the examination and assessment procedures as applied in their school. Due to the numerous exams and tests done students are kept on their toes, thus, forced to work smart so as not to fail their examinations. After realizing the results, there were awards/prizes for any student who had improved, students are motivated to make improvements on their grades, therefore, better grades for the school. Students’ performance is monitored easily with their performance in the numerous exams. The results suggest that the students appreciated the fact that hard work is rewarding. Lynch (2019) observes that when students work hard in

school during the CATs and class tests and are recognized for their hard work, there is a repeat of the same process and a mindset of hard work is developed among the learners.

The results in this section are in agreement with those in a study by Nakpodia (2010) who found out that through CATs, regular assignments, teacher-made tests, and other examination and assessment procedures, learners realize that they have to be prepared at all times. Therefore, the concept of preparedness helps fight vices such as examination malpractices in national examinations such as KCSE and other future endeavors in the life of the student. However, this can also be tricky depending on the content of the CATs and regular assignments. As argued by the Policy View (2008), in some instances, the learners are taught content that is predicted to be examined while sometimes the same content is repeated several times for the students to memorize. In this case, the use of these procedures takes a selfish angle and creates a dilemma as to what values are being developed among the learners.

The results in Table 15 show that 89.9% of the teachers and 88.4% of the principals indicated that schemes for making learning and training programmes were practical-oriented. The approach of teaching allows the use of innovative pedagogical technologies in the learning process. Learners were able to understand the essence of commitment. The value gained here is that students learn to understand and appreciate their inner potential. The result is in line with that of a study by Khalikova and Gilmanshina (2017) where it was found that a practical-oriented learning approach helped learners realize their potential and appreciate the need of utilizing them.

The results in Table 15 show that 89.9% of the teachers and 89.9% of the principals indicated that one of the main examination and assessment procedures used in the schools was the field studies approach. For students, field studies create opportunities for first-hand experiences that encourage critical thinking, long-term retention, transfer potential, positive attitudes toward science, appreciation for nature, and increased scientific curiosity. The use of field however was not well received in some schools as one the teachers are quoted saying, *“Field is a good method, I do not deny, but it consumes students’ quality time, compared to other teaching methods”*. The result is in line with that of a study by Wafula (2015), which revealed that teachers preferred other teaching methods to fieldwork making it difficult for learners to conceptualize what the teacher covered in class.

4.4.2 Values Developed from Examination and Assessment Policies and Procedures

The responses from the teachers and principals on values developed from examination and assessment policies and procedures employed in public secondary schools were as provided in Table 16. The table recorded the frequencies and percentages of responses and provided the open-ended questions. The difference is because there were cases of multiple responses, for instance, one teacher cited more than one response. The base for percentage computation was the total number of participants.

Table 16: Values Developed from Examination and Assessment Policies and Procedures

Values Developed	Teachers		Principals	
	F	%	F	%
Commitment	6	8.7	9	13.0
Discipline	6	8.7	4	5.8
Hard work	44	63.8	29	42.0
Healthy competition	3	4.3	6	8.7
Honesty	12	17.4	10	14.5
Integrity	18	26.1	17	24.6
Persistence	3	4.3	2	2.9
Preparedness	11	15.9	15	21.7
Responsibility	3	4.3	4	5.8
Need for Progress Assessment	3	4.3	4	5.8
Working smart	3	4.3	4	5.8

The results in Table 16 show that over 8.7% of the teachers and over 5.8% of the principals indicated that commitment and discipline were some of the values developed from examination and assessment policies and procedures employed in public secondary schools. The small percentage suggests that in a majority of the schools, the examination and assessment policies and procedures employed did not contribute to the values of commitment and discipline. The procedures such as CATs and regular assignments make students stay focused on achieving their educational goals. Moreover, when students are

engaged in tests, assignments, and exams, they have very little time to engage in indiscipline activities. The results are in agreement with those in a study by Sekyere (2009) who established that when students are not fully engaged in the school environment or some school assignment, they have all the time to plot and engage in indiscipline behaviours and show less commitment in studies.

The results in Table 16 show that over 63.8% of the teachers and 42.0% of the principals indicated that examination and assessment policies and procedures developed the value of hard work among the learners. When formative evaluation results are conducted as close as possible to the summative evaluation results, it motivates learners to work hard and achieve better grades. The regularity of teacher-made assessments CATs and RATs also has the same effect of making learners embrace the value of working hard. This finding is in line with the results of a study by Wilcox (2018) who found that examination procedures and policies adopted motivated learners to work hard.

The results in Table 16 show that over 4.3% of the teachers and over 2.9% of the principals cited learner appreciation of healthy competition, learners' persistence in studies, need for progress assessment, working smart and the value of responsibility as some of the values developed through the examination and assessment policies and procedures employed in public secondary schools. The small percentage of responses suggests that in a majority of the schools, the examination and assessment policies and procedures employed did not yield these values. The procedures make learners develop a competitive spirit as they set their targets of achievement. The findings are similar to those in a study by Akaranga and Ongong (2013) in which, it was observed that regular

assessments and examinations competitively engage students to achieve good results and satisfy the expectations of both their teachers and parents. In another study by Vanthournout, Gijbels, Coertjens, Donche, and Petegem (2012), it was found that educational procedures employed boosted students' persistence in learning. The study found that students who are autonomously motivated persist longer, are better at organizing their learning activities, are more concentrated, engage in deeper learning, and achieve higher grades.

The results in Table 16 show over 17.4% of the teachers and over 14.5% of the principals indicated that examination and assessment policies and procedures employed in public secondary schools developed values such as honesty, integrity, and preparedness among learners. Through examination procedures and the rules of engagement the students learn the essence of honestly answering questions, and the risks associated with cheating in examinations. They also learn that if they do not prepare for the examinations, they will not get the required minimum scores. The results are in line with the results in a study by Makaula (2018) where it was observed that in examinations, a virtuous person will not be expected to cheat. Cheating reflects the character of someone who is not honest. Therefore, since cheating is a result of not being honest, then cheating is bad. Students, like any other person who is involved in the administration of examinations, need to handle examinations with morality and integrity.

The findings in Table 16 show that the best three values developed from examination and assessment policies and procedures employed in public secondary schools included hard work, integrity, and honesty. The learners acquired knowledge of the importance of

working hard in life. Integrity, in this case, was equated to the level of veracity promoted among learners during examinations/tests. Teachers' also promoted honesty virtues such that academic dishonesty or cheating was checked at all times. The findings are in agreement with a study by Nakpodia (2010) who established a link between examination and assessment procedures and the development of values among learners. Nakpodia argued that learners can share in the process through self-assessment and derive a sense of progress towards "learning goals" as distinct from "performance goals".

4.5 Effectiveness of Guidance and Counseling Procedures in the Development of Values among Learners

This section presents the findings for objective four which sought to determine the effectiveness of guidance and counseling procedures in the development of values among learners, in the development of values among learners in public secondary schools in Nakuru County.

4.5.1 Types of Guidance and Counseling Services Provided to Students

The respondents (principals and teachers) were asked to indicate the types of counseling services provided to students in their respective schools and their responses were as presented in Table 17.

Table 17: Types of Guidance and Counseling Services Provided to Students

		Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
Career Guidance / Educational	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Vocational	No	13	18.8	11	15.9
	Yes	56	81.2	58	84.1
Social	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Health	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Personal	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0

The results in Table 16 show that all (100%) of the teachers and principals indicated career guidance/educational counseling, health counseling and personal counseling were some of the main types of counseling services offered to learners in all the public secondary schools studied for the development of values among learners. School counselors help students prepare for college or select careers. Students are guided on career choice, and for those with health issues, a tailored counseling program was arranged. In most cases, the form of counseling was personal. This finding is similar to that of a study by Oyieyo (2012) who found that secondary schools in Kenya implemented career guidance/educational counseling, health counseling, and personal

counseling. Health counseling was also reported in a study by Bitu (2015) which revealed that the need for guidance and Counseling in secondary schools informed among other issues, the health issues affecting students. Such health issues included HIV and AIDS, asthma, diabetes, malaria, malnutrition, waterborne diseases, and others, and this aspect is classified under the health and safety guidance and counseling category.

The results in Table 16 show that 81.2% of the teachers and 84.1% of the principals cited vocational counseling and social counseling as one of the types of counseling services provided to students in public secondary schools. The results suggest that majority of the schools in Nakuru County provided vocational counseling and social counseling services to the students. The results are in agreement with a study by Kanga (2017) which found that vocational and social counseling services were offered in schools. The study noted that Guidance and Counseling in secondary schools address the many social, personal, educational, and vocational issues and concerns that had arisen. The goal of Counseling services in these schools is to change the learner's behavior, beliefs and values, coping skills, decision making, and emotional distress.

4.5.2 Guidance and Counseling Procedures

The study findings from the interview schedules revealed the following:

One participant of the focus group discussion (a student) explained. *“The guidance and counseling exercise at our school is normally private and the school uses a one-on-one approach with the counseling master; just the student and the teacher meeting alone”*.

This means the schools utilized a one-on-one counseling approach (personal counseling).

Another student explained, *“there are cases where there are students trained by the teachers and later asked to talk to the students in need”*. This is to say the peer counseling approach was also used in the schools. Another student indicated as follows: *“There are instances, where the school invites guest speakers and teachers from outside the school to talk to a group of students or at times the entire school.”* This means the school used general talks by different facilitators for student counseling.

When asked whether they felt guidance and counseling were helping students in their school, the following responses emerged. A student leader said: *I remember last year a student who was at the point of committing suicide was talked to and the problem was resolved”* A student reported that *“Yes, we have some students who were very arrogant and stubborn talked to by a counselor, and now they have changed. I think there is some magic in the counselor’s office”*. The students learn that there is room for positive behaviour change. Another student leader reported as follows: *“Counseling has contributed to high grades for students who previously had lost interest in studies”*. Students learn never to give up, and that there is always room for improvement through attitude change. The result is similar to those in a study by Pannoni (2015) who found that School counselors help students thrive academically, personally, and socially, and assist them in exploring their options after secondary school education.

A student commented, *“At least we have someone to talk to whenever we have personal issues at school and even issues from home. I trust counseling”*. This means that there is resultant improved performance since the students are comfortable and can concentrate in class peacefully. More so the students indicated that unresolved issues are easily

redirected to a professional counselor who can in turn help the affected students fully. In another school, a student said *“In our school, peer counseling has just been introduced, we hope it will help us in the future.”*

4.5.3 Learners’ Willingness to go for Counseling

The respondents (Teachers and Principals) were asked to indicate whether students go for counseling willingly, and the responses are captured in Table 18.

Table 18: Learners’ Willingness to go for Counseling

Response	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Yes	65	94	67	97
No	4	6	2	3
Totals	69	100	69	100

The results in Table 17 show that 94.0% of the teachers and 97.0% of the school principals involved in the study indicated that students in their respective schools go for counseling willingly. This implied that no form of coercion is used for making one join the programme, and thus program objectives can be achieved. The finding is in line with that reported in a study by Morin (2019), whereby, it was noted that forcing a child to attend Counseling sessions renders the entire strategy ineffective, and as such the learner will not benefit or learn anything. The art of persuasion is paramount in this case.

In some schools, the school has a programme for general counseling for all students. A student is quoted saying. *“Guidance and Counseling department organizes talks with the*

students and also the office is easy to access.” After the general counseling session, some students develop the confidence to ask personal questions in a private session with a counselor.

4.5.4 Contribution of Guidance and Counseling Procedures to the Development of Values

The respondents (teachers and principals) were asked to rate the contribution of guidance and counseling procedures to the development of values among students, and the response was as presented in Table 19.

Table 19: Contribution of Guidance and Counseling Procedures to the Development of Values

		Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
How do you rate the contribution of guidance and counselling procedures to the development of values among your students?	Undecided	0	0.0	0	0.0
	Very low	0	0.0	0	0.0
	Low	62	89.9	60	87.0
	High	7	10.1	9	13.0
	Very high	0	0.0	0	0.0

The finding in Table 18 shows that over 87.7% of the teachers and principals rated the contribution of guidance and counselling policies and procedures to the development of values among students in their schools as low. This implied that guidance and counseling policies and procedures had been performed dismally in the development of values

among students. They felt that guidance and counseling procedures and policies were not all that useful. This raises questions concerning their attitude toward counseling. Perhaps a shift in their attitude would make counseling useful in contributing values among learners. This result is contrary to that of a study by Wafula and Bota (2017) which indicated that generally, teachers had positive attitudes towards guiding and counseling programmes in school.

4.5.5 Frequency in Handling Students' Cases by the Guidance and Counseling Office

The teachers and principals were asked to indicate how frequently the following cases were addressed in their guidance and counseling office, and the responses were as presented in Table 20.

Table 20: Frequency in Handling Students' Cases by the Guidance and Counseling Office

		Teachers		Principals	
		F	%	F	%
Disobedient to adults	Not at all	20	29	18	26.1
	Rarely	34	49.3	34	49.3
	Frequent	15	21.7	17	24.6
Theft	Very frequent	13	18.8	11	15.9
	Rarely	41	59.4	41	59.4
	Frequent	15	21.7	17	24.6
Lesbianism	Not at all	41	59.4	38	55.1

	Rarely	28	40.6	31	44.9
Homosexual	Not at all	49	71	47	68.1
	Rarely	20	29	22	31.9
Bullying	Very frequent	7	10.1	6	8.7
	Rarely	41	59.4	43	62.3
	Frequent	21	30.4	20	29
Drug abuse	Not at all	7	10.1	6	8.7
	Rarely	34	49.3	34	49.3
	Frequent	28	40.6	29	42
Absenteeism	Not at all	7	10.1	6	8.7
	Rarely	21	30.4	23	33.3
	Frequent	41	59.4	40	58
Sneaking	Very frequent	13	18.8	12	17.4
	Rarely	43	62.3	46	66.7
	Frequent	13	18.8	11	15.9
Noise making	Very frequent	14	20.3	13	18.8
	Rarely	14	20.3	16	23.2
	Frequent	41	59.4		58

The results in Table 20 show that 21.7% of the teachers and 24.6% of the principals indicated that cases of disobedience to adults were frequently experienced in the schools. This implied that cases of disobedience to adults were not a concern in the majority of the schools. These were issues where students were disobedient to teachers and the school

authority. This is an element of rudeness. The finding was in line with a study by Sun and Shek (2012), where it was found that the most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression.

Results in Table 19 show that 21.7% of the teachers and 24.6% of the principals indicated that cases of theft were frequently experienced in the schools. The small percentage shows that cases of theft were not frequently experienced in the majority of the schools. However, the study does not ignore the fact that this was a problem in some of the schools, which should not be there in the first place. Grant et al. (2013) suggests that adolescents who steal have impairments in problem-solving skills and a cognitive bias towards inappropriate solutions to problems. A related study by Sanders and Markie-Dadds (2012) also found that stealing is a relatively common behaviour amongst secondary school learners. Counseling helped learners understand that theft was wrong.

The results in Table 19 show that 29.0% of the teachers and 31.9% of the principals indicated that cases of lesbianism and homosexual behaviours were rarely tackled through counseling among the students. The findings in this study imply that there is a serious problem concerning lesbianism and homosexual behaviours in schools and as such the need for guidance and counseling services. The results, however, are contrary to a survey by Nyamwembe (2018), who established that the rate at which homosexuality and lesbianism are taking root in Kenya's secondary schools, is alarming and shocking. Additionally, Nyamwembe reported that students, who engage in lesbianism and homosexuality, are either suspended or transferred to other schools.

Results in Table 19 show that 30.4% of the teachers and 29.0% of the principals indicated that the counseling office frequently handled cases of bullying and drug abuse. A student is quoted saying: *“I suspect there is cultism in school. There are strange boys in school, and if you want to be alive, do not tow their line.”* These were cases of students bullying other students and cases of teachers bullying students.

The results were in agreement with those in a study by Kigocho (2017) which indicated that bullying in schools in Kenya stands at 57 percent for students who are bullied on one or more days in a month. The process of counseling made the students understand that bullying is not acceptable behavior. However, results of a study by Mutembei (2017) revealed that, although the new National Authority for the Campaign against Alcohol and Drug Abuse (Nacada) survey showed that 74.6 percent of secondary school learners identify guidance and Counseling as one of the support systems to address alcohol and drugs use in schools.

4.5.6 Challenges facing Guiding and Counseling services in Secondary Schools

The respondents (teachers and principals) were asked to state the challenges facing guiding and counseling services in their schools that had affected the development of values among their students. The responses were as presented in Table 20.

Table 21: Challenges facing Guiding and Counseling services in Secondary Schools

Challenges	Teachers		Principals	
	F	%	F	%
Fear of teachers knowing the personal life of students	6	8.7	5	7.2
Inadequate guiding and counseling offices	53	76.8	50	72.5
Inadequate trained counselors	35	50.7	41	59.4
Insufficient time for carrying out G/C	47	68.1	44	63.8
Lack of role models from the parents	5	7.2	8	11.6
Lack of Sincerity	12	17.4	5	7.2
Lack of total commitment to the work of guiding and counseling.	10	14.5	6	8.7
Most students do not take the G/C services seriously.	18	26.1	13	18.8

The results in Table 20 show that 8.7% of the teachers and 7.2% of the principals indicated that one of the challenges facing guiding and counseling services in the schools was the fear of teachers knowing the personal life of students and lack of sincerity on the part of the students. The small percentage of teachers and principals suggests that the challenge of fear among students for lack of confidentiality by the teacher counselors was not experienced in the majority of the schools. In most cases, students tend to conceal important details that could have helped during the counseling session. Moreover, no student is going to disclose personal information to someone who is cavalier about their privacy. This challenge, however, affects the efficacy of guidance and counseling in the

development of values among learners. The result is similar to that of a study by Fagell (2019) which pointed out that students were unwilling to share personal details with teachers for fear that teachers can use the same information against them.

The results in Table 20 show that 76.8% of the teachers and 72.5% of the principals indicated that inadequate guiding and counseling offices were one of the challenges facing guiding and counseling services in the schools. The results suggest that inadequate guiding and counseling offices were a challenge facing a majority of the schools in Nakuru County. Counseling is a kind of service that requires a private and spacious office so that the learner feels safe and free to share information required for counseling. Inadequate guiding and counseling offices were thus, posing an obstacle to the efficacy of guidance and counseling in the development of values among learners. The result is similar to that in a study by Gitonga (2013) that the provision of guiding and counseling services in schools was affected by inadequate resources, such as office space. A study by Kamudia and Kinga (2016) also revealed that in most secondary schools, there were poorly established guidance and counseling departments that lacked resources and facilities, and this was a challenge.

The results in Table 20 show that 50.9% of the teachers and 59.4% of the principals indicated that inadequately trained counselors, were one of the challenges facing the provision of guiding and counseling services in the schools. When counsellors are not properly trained, they will not be able to execute their mandate well. In other words, counseling will not be able to develop relevant values for learners. The results are in line

with those in a study by Kamundia and Kinga (2016) who found that teacher counsellors had very low training levels and heavy workloads, thus rendering counseling ineffective.

The results in Table 20 show that 68.1% of the teachers and 63.8% of the principals indicated that insufficient time for carrying out guidance and counselling services affected the provision of guiding and counseling services in their schools. The results suggest that insufficient time for carrying out guidance and counseling services was a challenge experienced in the majority of the schools. Guiding and counseling are time-consuming exercises and limited time affects their quality, because teachers are also heavily loaded with teaching tasks in the classrooms. Insufficient time for carrying out guidance and counseling services was thus, posing an obstacle to the effectiveness of guidance and counseling in the development of values among learners. The result is similar to that in a study by Oyieyo (2012) who established that lack of time to practice guidance and counseling affected Counseling effectiveness and outcomes.

Results in Table 20 show 11.6% of the teachers and 7.2% of the principals indicated that the lack of role models from the parents impeded guiding and counseling effectiveness in secondary schools. The small percentage suggests that the lack of role models from the parents was an impediment to guiding and counseling effectiveness was not a challenge experienced in the majority of the schools. Inept parenting is antisocial behavior, and is influenced by the kind of model the parent provides. Some parents are inept as role models for children. They may provoke their children's effective conduct by being harsh and punitive more than necessary. Guidance and counseling teachers need to be supported in carrying out innovative activities toward the provision of guidance and

counselling services. However, the study notes that there are cases where parents fail to be collaborators. This means that the lack of role models from the parents was thus, posing an obstacle to the effectiveness of guidance and counseling in the development of values among learners. This result is similar to that of a study by Low (2009) which identified uncooperative parents as an obstacle to the provision of guidance and counseling services in schools.

The results in Table 20 show that lack of total commitment to the work of guiding and counseling services was a challenge facing the provision of guiding and counseling services in the schools, according to 14.5% of the teachers and 8.7% of the principals. The results suggest that lack of commitment to guidance and counseling was not a problem in a majority of the schools. This was because most teachers were not trained counselors and thus may not appreciate the value of counseling. When guidance and counseling officers are not committed to the guidance and counseling procedures then the aims are not realized. The results suggest that a lack of total commitment to the work of guiding and counseling services was thus, posing an obstacle to the effectiveness of guidance and counseling in the development of values among learners. The results are in agreement with that of a study by Omoniyi (2016) who found that some counsellors themselves have sometimes constituted great problems for themselves. Some of them are not fully committed to the profession. They do not give enough time for counseling interaction.

The results in Table 20 show that 26.1% of the teachers and 18.8% of the principals indicated that most students do not take the guidance and counselling services seriously

and this was affecting the implementation and effectiveness of the guiding and counseling procedures. The results suggest that the challenge of not taking counseling seriously was not experienced in the majority of the schools. The failure of students to take guidance and counseling services seriously affected the effectiveness of guidance and counseling in the development of values among learners. The result was in line with a study by Mukhamba (2019) where it was found that lack of seriousness towards guidance and counseling was one of the factors affecting the effectiveness of the guiding and counseling procedures in Kenya.

4.5.7 Values Developed among Learners by the Guidance and Counseling Policies and Procedures

The responses from the teachers and principals concerning the values developed by the guidance and counseling policies and procedures were as presented in Table 4.19.

Table 22: Values Developed by the Guidance and Counseling Policies and Procedures

		Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
Love	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Respect for teachers	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Respect for other students' property	No	8	11.6	9	13.0
	Yes	61	88.4	60	87.0
Sharing	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Responsibility	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Integrity	No	15	21.7	17	24.6
	Yes	54	78.3	52	75.4
Peace	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Honesty	No	15	21.7	17	24.6
	Yes	54	78.3	52	75.4

The results in Table 21 show that 89.9% of the teachers and 88.4% of the principals indicated that love was one of the values developed through guidance and counseling

policies and procedures. When children are spoken to about their problems and helped to solve them, they feel loved. The results are in line with the result of a study by Kituyi (2014) who mentioned love and trust as values developed through the guidance and counseling procedures.

The results in Table 21 show that 88.4% of the teachers and 87% of the principals indicated that the values developed through the guidance and counseling policies and procedures included respect for teachers and other students' property. When disrespectful students are talked to by a professional counselor, their areas of weakness are identified. The students are advised on how to cope with different situations they tend to face in their school life. For instance, they learn how to talk politely or relate with their peers. This advice will give them perspective on how they should behave in certain scenarios. They learn to appreciate the essence of respect for their teachers and schoolmates. The finding is similar to that in a study by Murphy (2016) who found that when a counselor uses an ambassadorial perspective with every session as a cross-cultural exchange and every student as unique, the clients (learners) appreciate the need of respecting their teachers and fellow learners.

The results in Table 21 also show that all (100.0%) of the teachers and 100.0% of the principals indicated that values developed through the guidance and counseling policies and procedures included peace and responsibility. Learners were able to understand the importance of peace and the need for them to act responsibly. Talks related to alcohol, drugs, personal feelings, or any kind of abuse can be openly discussed. Guidance and Counseling make students take responsibility for themselves and become better human

beings since they are counseled on how to act and behave in a particular situation. The results are in agreement with those in a study by Escapa and Julia (2018) who established that providing orientation, Counseling, and guidance services were determinative for students' self-confidence, expectations for the future, educational or academic performance, emotional health, and other aspects. Students become more responsible and relate with other students peacefully.

The results in Table 4.19 show that 78.3% of the teachers and 75.4% of the principals indicated that the values developed through the guidance and counseling policies and procedures included integrity and honesty. The results suggest that in a majority of the schools, guidance and counseling policies and procedures had yielded values of integrity and honesty. It suffices that the students learned the importance of being honest and opening up to a counselor as this helped them improve and become better persons in society. The findings were in agreement with a study by Renuka et al. (2013) who found that counseling services in schools had been effective in easing the students' difficulties thus, minimizing their chances of engaging in vices such as academic dishonesty.

4.5.8 How Guiding and Counseling services can be improved to develop positive values in students

The teachers and principals were asked to explain briefly how guidance and counseling services can be improved to impart and develop positive values in students in their respective schools and their responses were as follows. The results in this section present multiple answers and are subjected to thematic classification

The teachers and principals gave the following responses as suggestions as to what can be done to ensure guidance and counseling. The responses were as follows: adequate offices of guiding and counseling (54 teachers and 38 principals), allocation and adequate time for G/C (61 teachers and 38 principals), availing requisite guiding and counseling materials (36 teachers and 33 principals), and giving the guidance and counselling necessary support (53 teachers and 29 principals)) where some of the measures could be put in place to improve guidance and counseling services to impart and develop positive values in public secondary school students. Guiding and counseling services require a spacious and private office for service effectiveness. Relevant materials and adequate time are also essential inputs to the counseling process in that when they are compromised, the quality of counseling is affected. When this is done then the effectiveness of guidance and counseling in the development of values among learners will be enhanced. The findings are in agreement with the findings in a study by Salgong, Ngumi, and Chege (2016) who observed that effective guidance and counseling programs should be put in place as an essential part of the school and school administrators should provide counseling materials in the budget. In a study by Abdul (2012), it was observed

that counsellors are subject teachers as well, hence the time may not allow them to offer effective counselling services to students. This explains the suggestion by the teachers and principals that there is a need for the allocation of adequate time for guidance and counselling tasks.

The findings show that 43 teachers and 39 principals indicated that frequent training of teachers and debriefing, training to more teachers on guidance and counselling, and the Ministry of Education to ensure some teachers specialize in guidance and counselling at their undergraduate and be absorbed by TSC to assist in guiding and counseling was a practical way of enhancing guidance and counselling efficacy. These according to the respondents could help improve G/C services. The finding reveals that there is a great need for teachers to be trained in counseling, thus implying that the current counselors in schools may not be well-trained to offer counseling services. Additionally, the trained teacher counsellors available are not adequate, and this compromises the effectiveness of guidance and counseling in the development of values among learners.

Another suggestion by the 21 teachers and 6 principals was the need to encourage other stakeholders such as parents on the uptake and utilization of counseling services. Suggestions included encouraging students to go for guidance and counselling, a friendly environment towards indiscipline students, and the need for encouraging support from parents. The school management needs to encourage parents to have the services of guidance and counselling for their children when they are not in school. The implication is that stakeholders' participation in the uptake and utilization of counseling services at the school, helped enhance the effectiveness of guidance and counseling in the

development of values among learners. The findings are in agreement with those by Abdul (2012) who reported that parents have left guidance and counselling for their children to teachers. Abdul observed that there is a lack of cooperation on the part of the parents to honor invitations by counsellors.

The teachers and principals suggested the school management considers recruiting more teachers of guiding and counseling, and that trained guidance and counselling teachers should only concentrate on the provision of guiding and counseling services. They also suggested that guiding and counseling be like a normal subject. This was a pointer to two things: first that guiding and counseling was important to service in schools and second, that there was a shortage of trained counselors in the schools. The findings are in agreement with those in a study by Bitu (2015) who found that a lack of enough guiding and counselling teachers was affecting the effectiveness of guidance and counselling services to students. Bitu then recommended that the Teachers' Service Commission (TSC) should post teachers with qualifications in guidance and counselling services and be given fewer lessons to allow them to discharge the duty of guidance and counselling well.

The study found that the most suggested ways of ensuring the effectiveness of guiding and counseling policies and procedures in the development of values among learners included the suggestion that more teachers of guiding and counseling need to be employed, more teachers need to be trained in guidance and counseling, as well as the need to allocate more time for guidance and counseling services.

4.5.9 Unique Contribution to Theory Practice and Policy

The study points out that school management procedures are a function of acceptance by the user and are in line with the postulates of Goal Setting Theory by Edwin Locke, and the Theory of Classical Conditioning, Ivan Pavlov that drove this study. It is therefore recommended that managers in education circles should pay greater attention to the postulates of the theories for the development of values among learners through the enhancement of the quality in the implementation of management policies and procedures. The study further points out that for any government policy to succeed; those in authority should allocate more resources to the public interest to support such policies.

4.6 Values Developed among Learners

Using a checklist administered in the 69 schools with the assistance of the 69 student leaders, the study was able to come up with the responses contained in Table. The values were categorized into three categories namely: inner values, behavioral societal values, and personal gifted values.

4.6.1 Inner values among learners

The responses concerning how often inner values were observed among the learners were provided in Table 22.

Table 23: Inner Values Status in Schools

Values Developed	Never	Rarely	Sometimes	Often	Very Often
Inner values					
Learners display humility	7.2%	20.3%	27.5%	40.6%	4.3%
Learners show love for one another learners and patient	17.4%	10.1%	29.0%	30.4%	13.0%
Learners show gratitude/appreciation	15.9%	17.4%	30.4%	18.8%	17.4%
Learners show compassion/ forgiveness	17.4%	11.6%	34.8%	30.4%	5.8%
Learners are self-disciplined	14.5%	11.6%	27.5%	44.9%	1.4%

Table 22 shows that the inner values that were observed more often are as follows: Humility (44.9%), love (43.4%), gratitude/ appreciation (36.2%), compassion/forgiveness (36.2%), and self-discipline (46.4%). The distribution of percentages for the 'sometimes' response across all the way the values was between 27.5% and 34.8%. The results show that in schools where values were highly developed, the most developed values were self-discipline humility, and love.

The results also show that the response of inner values that were rarely if not never observed among the learners are as follows: Humility (27.5%), love (27.5%), gratitude/appreciation (33.3%), compassion/forgiveness (29.0%), self-discipline (26.1%).

Results imply that in schools where inner values were least observed two most rarely observed inner values were gratitude/appreciation, and self-discipline.

4.6.2 Behavioral societal values Status in Schools

The responses concerning how often behavioral societal values were observed among the learners were provided in Table 23.

Table 24: Behavioral societal values Status in Schools

Values Developed	Never	Rarely	Sometimes	Often	Very Often
Behavioral societal values					
Learners are respectful	0.0%	37.7%	24.6%	33.3%	4.3%
Learners are honest	0.0%	42.0%	23.2%	30.4%	4.3%
Learners are responsible	0.0%	40.6%	31.9%	21.7%	5.8%
learners are obedient	0.0%	27.5%	31.9%	37.7%	2.9%
Learners are attentive and kind	0.0%	31.9%	37.7%	27.5%	2.9%
Learners are friendly	0.0%	40.6%	27.5%	27.5%	4.3%
Learners have integrity	0.0%	34.8%	26.1%	36.2%	2.9%

The results in Table 23 show that behavioral societal values that were observed more often are as follows: Respectfulness (37.7%), honesty (34.8%), responsibility (27.5%), obedience (40.6%), kindness (30.4%), and friendliness (31.9%), integrity (39.1%). The distribution of percentages for the 'sometimes' response across all the responses for values was between 23.2% and 31.9%. The results show that in schools where values were highly developed, the most developed behavioral societal values included

respectfulness, obedience, and integrity. Using the yardstick of 50.0% as the yardstick, it noted that in less than 50.0% of the schools, behavioral societal values were often observed.

The results also show that the response of behavioral societal values that were rarely if not, never observed among the learners are as follows: Respectfulness (37.7%), honesty (42.0%), responsibility (40.6%), obedience (27.5%), kindness (31.9%), and friendliness (27.5%), integrity (39.1%). The results imply that in schools where inner values were least observed two most rarely observed behavioral societal values included honesty and responsibility.

4.6.3 Personal Gifted Values

The responses concerning how often personal gifted values were observed among the learners were provided in Table 24.

Table 25: Personal Gifted Values

Values Developed	Never	Rarely	Sometimes	Often	Very Often
Personal gifted values					
Learners are courageous	0.0%	34.8%	21.7%	17.4%	26.1%
Learners are enthusiastic	0.0%	24.6%	21.7%	36.2%	17.4%
Learners have a service spirit	0.0%	23.2%	26.1%	23.2%	27.5%
Learners can persevere	0.0%	23.2%	29.0%	26.1%	21.7%
Learners are hard-working	0.0%	39.1%	17.4%	23.2%	20.3%
Learners are punctual	0.0%	33.3%	27.5%	23.2%	15.9%
Learners are commitment	0.0%	30.4%	29.0%	31.9%	8.7%

The results in Table 24 show that personal gifted values that were observed more often were as follows: Courage (43.5%), enthusiasm (53.6%), service spirit (50.7%), perseverance (47.8%), hard work (43.5%), punctuality (39.1%), and commitment (40.6%). The distribution of percentages for the 'sometimes' response across all the responses for values was between 17.4% and 29.0%. The results show that in schools where values were highly developed, the most developed personal gifted values included enthusiasm, service spirit, and perseverance. Using the yardstick of 50.0% as the yardstick, it noted that the development of values in this group was in <50.0% of the schools.

The results also show that personal gifted values that were rarely if not, never observed among the learners are as follows: Courage (34.8%), enthusiasm (24.6%), service spirit (23.2%), perseverance (23.2%), hard work (39.1%), Punctuality (33.3%), and commitment (30.4%). The results imply that in schools where inner values were least observed two most rarely observed personal gifted values included service spirit and perseverance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The study's summary, conclusions, and recommendations are presented in this chapter. The primary objective of the study was to evaluate how well management practices promoted values among students in the public secondary schools of Nakuru County. A summary of the study's findings, conclusions, and suggestions can be found in this chapter.

5.2 Summary of the Findings

The study examined the influence of disciplinary policies and procedures, student leadership appointment policies and procedures, examination policies and procedures, and guidance and Counseling policies and procedures in developing values among learners in Nakuru County's public secondary schools.

The findings show that 59.4% of the teachers and 72.5% of the principals indicated that the level of discipline in the schools was low. they indicated that methods used to ensure that students' disciplinary policies and procedures included corporal punishment, suspension of undisciplined students, and expulsion of highly undisciplined students, exclusion and civil rights issues, withdrawal of privileges, use of behaviour and attendance sheets to monitor behavior, and withdrawal from class activities for a specified period. The values resulting from disciplinary procedures employed in schools were obedience, responsibility, integrity, peace, and respect. The application of

disciplinary suspension and expulsion procedures was however subject to challenges such as uncooperative teachers, uncooperative parents, refusal of students, to tell the truth, notorious popularity of the suspended student, fear of performance going down, some of the suspended students inciting others leading to strikes, fear of legal implications, Some students bring strangers instead of their parents, and situations where some parents requested for reduction in the suspension period.

The study findings revealed that according to 56 out of 69 student leaders, the appointment of student leaders was done by teachers and thus students are done democratically under the supervision of teachers. According to the teachers and principals, prospective student leaders were provided with guidance on the required qualifications for the position of interest. The main qualification criteria for students to be elected as student leaders included good academic performance and discipline. The study established that according to most teachers and principals, students are allowed to express their views on issues of concern to them. In most schools, students were offered supervision and guidance for student appointments. The majority of the schools made an effort to avail resources to support appointment procedures. Student leaders' appointment procedures employed in public secondary schools helped create values such as integrity, responsibility, and honesty. However, students raised systemic issues with the appointment procedures that made them feel they were being denied their democratic rights.

The main examination and assessment policies and procedures used as indicated by over 80% of the teachers and 80% of the principals included, the provision of regular

assignments, use of regular exercises, teacher-made tests, use of projects, continuous assessment tests (CATs), random assessment tests (RATs), Schemes for making learning and training programmes practical-oriented, field studies and through self-assessment. The study revealed that these examination and assessment policies and procedures helped in developing values among learners in Nakuru County's public secondary schools. Examination and assessment procedures employed by schools helped in developing values such as commitment, discipline, hard work, healthy competition, honesty, integrity, persistence, preparedness, responsibility, need for progress assessment and working smart. Even though learners in most schools were excited and praised the field study approach, teachers had reservations about this procedure as they argued that it was time-wasting.

The study established that academic preparation helped students choose from a wide range of substantial post-secondary options, including college. Over 87.7% of the teachers and principals rated the contribution of guidance and counselling policies and procedures to the development of values among students in their schools as low. Moreover, this procedure was used effectively in not more than 20% of the schools. In the schools that employed guidance and counseling policies and procedures, it was noted that they helped cultivate respect and dignity to individual students, and helped meet the collective and individual needs of the staff and students in the school program. The types of counseling programs employed in most schools included career guidance / educational counseling, vocational counseling, social counseling, health counseling, and personal counseling. The contribution of guidance and counselling procedures to the development of values among students in their schools was however rated low. The main values

developed through this form of procedure included: respect for teachers, responsibility, peace, sharing, and love. However, the implementation of guiding and counseling policies and procedures was faced with a myriad of challenges and these include undisclosed information by students due to fear of teachers knowing their personal life, inadequate guiding and counseling offices, inadequately trained counselors, insufficient time for carrying out guidance and counselling, lack of role models from the parents, lack of sincerity, lack of total commitment to the work of guiding and counseling, and lack of seriousness in the uptake of guidance and counselling services.

The results show that the percentages of schools with learners that often observed the developed values were as follows: humility (44.9%), love (43.4%), gratitude/appreciation (36.2%), compassion/forgiveness (36.2%), and self-discipline (46.4%). The study found that behavioral societal values that were observed more often are as follows: Respectfulness (37.7%), honesty (34.8%), responsibility (27.5%), obedience (40.6%), kindness (30.4%), and friendliness (31.9%), integrity (39.1%). The personal gifted values that were observed often were as follows: Courage (43.5%), enthusiasm (53.6%), service spirit (50.7%), perseverance (47.8%), hard work (43.5%), punctuality (39.1%), and commitment (40.6%).

5.3 Conclusions

The study concludes that disciplinary policies and procedures were not effective in the development of values among learners in all the public secondary schools in Nakuru County. This emanated from existing challenges in their implementation in the majority of the schools. The effectiveness of the disciplinary policies and procedures was affected

by challenges such as uncooperative teachers, uncooperative parents, notorious popularity of the suspended students, fear of performance going down, inciting character by some of the suspended students leading to strikes, fear of legal implications, impersonation of parents by offenders, and parents' resistance to suspension. The main policies and procedures that contributed to the effectiveness in the development of values among learners included suspension of undisciplined students, withdrawal of privileges, and use of behavior, attendance sheets to monitor behavior, and withdrawal from class activities for a specified period. Therefore, the study concludes that to a large extent, disciplinary Policies and Procedures were not effective in the development of values among learners in public secondary schools in Nakuru County

The study concludes that student leaders' appointment policies and procedures were not effective in the development of values among learners in most schools. There was some interference in the election process by teachers, and this negated the development of some values such as honesty and integrity. This was because in some schools the management was against students' election, and this made them become overshadowed, disconnected, and depersonalized. Another observation was that in most of the schools, student leaders were not democratically elected by the student body.

The study concludes that Examination Procedures were effective in the development of values among learners in all of Nakuru County's public secondary schools. Even though, all the adopted examination procedures were found to be effective to a large extent in all schools. The best three, most effective examination procedures were the provision of regular assignments, continuous assessment tests (CATS), and teacher-made tests. The

procedures appeared cumbersome to some students who felt that they were punitive and not helpful.

It is also concluded that guidance and counseling policies and procedures were not effective in developing values among learners in most of the Public Secondary Schools in Nakuru County. In most of the schools, some teachers and students appeared not to be conversant with the tenets and values of counseling. The most effective approaches that appeared to contribute to the effectiveness of guidance and counseling policies and procedures in developing values among learners included: career guidance/educational counseling, vocational counseling, social counseling, health counseling, and personal counseling. The effectiveness of the guidance and counseling policies and procedures was affected by challenges such as undisclosed information by students due to fear of teachers knowing their personal life, inadequate guiding and counseling offices, inadequately trained counselors, insufficient time for carrying out guidance and counseling, lack of role models from the parents, lack of sincerity, lack of total commitment to the work of guiding and counseling, and lack of seriousness in the uptake of guidance and counseling services.

5.4 Recommendations

Based on the findings, the study recommends: -

- i. The management of public secondary schools should consider scaling up mechanisms to ensure that individual teachers are assisted in implementing positive behaviour support and restorative practices among students. Such assistance can include encouraging parents' cooperation during the enforcement

of disciplinary procedures such as suspension and expulsion. The study revealed that the use of corporal punishment resulted in vices, that negated the development of values. Therefore, the public should be sensitized through the use of various forms of media on the negative effects of corporal punishment. This is because if the public opinion against its use is changed, it will help reduce its use in secondary schools.

- ii. The management of public secondary schools should consider putting in place strategies that promote democracy among learners. This is following the finding that in some schools, the management was against students' democratic elections. They need to ensure that the elections are held fairly and transparently as this will provide learners with the opportunity of embracing essential values.
- iii. The school management should consider devising flexible and accommodative examination policies and procedures that are not burdensome to students, for this makes them not understand the important role of tests and examinations. Efforts should also be made to make learners understand the values enshrined in the examination policies and procedures.
- iv. The management of secondary schools should consider scaling up guidance and Counseling services and provide requisite support such as allocating sufficient time for guiding and counseling and providing an office where privacy is made a priority. This will encourage more students to visit the office and utilize the services. The study also recommends that the Teachers Service Commission should review the minimum workload for guidance and counseling teachers to

reduce the workload to avail more time for them to handle guidance and counseling cases in schools.

5.5 Suggestions for Further Studies

1. It emerges from the study that, many challenges are hindering the effectiveness of management procedures in the development of values among learners. This study recommends that a study be carried out to examine the measures adopted by the school management in mitigating the challenges affecting the effectiveness of management procedures in the development of values among learners, in public secondary schools in Nakuru County.
2. This study mentions the lack of cooperation from stakeholders such as parents as a challenge impeding the effectiveness of management procedures in the development of values among learners. A study needs to be carried out but this time, collecting the parents' perceptions on the effectiveness of management procedures in the development of values among learners in public secondary schools.
3. There is also a need to conduct a comparative study between private and public secondary schools on the effectiveness of management procedures in the development of values among learners in public secondary schools.

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APPENDICES

Appendix I: Letter to the County Director of Education

COUNTY DIRECTOR OF EDUCATION

..... COUNTY,

P.O BOX,

.....

Dear Madam,

RE: REQUEST TO COLLECT INFORMATION FROM PUBLIC SECONDARY SCHOOLS

Referring to the above mentioned, I am requesting permission from your office to allow me collect information from public secondary schools in the County. I am a student at Maasai Mara University undertaking a postgraduate study.

Any help given by your office will be highly appreciated. Thank you.

Yours Faithfully

Linnet B.A. Namai,

P.O. Box 14745,

Nakuru.

Cellphone: 0722-981997.

Appendix II: Letter to the County Director of Education

COUNTY DIRECTOR OF EDUCATION

NAKURU COUNTY,

P.O. BOX 491,

NAKURU.

Dear Madam,

**RE: REQUEST TO COLLECT INFORMATION FROM PUBLIC SECONDARY
SCHOOLS**

Referring to the above mentioned, I am requesting permission from your office to allow me collect information from public secondary schools in the County. I am a student at Maasai Mara University undertaking a postgraduate study.

Any help given by your office will be highly appreciated. Thank you.

Yours Faithfully

Linnet B.A. Namai

P.O. Box 14745

Nakuru

Cellphone: 0722-981997

Appendix III: Letter of Introduction

Dear Sir / Madam,

I humbly request you to assist in the completion of a questionnaire for my research thesis. I appreciate your taking the time from your busy schedule. This is part of my research for a Doctoral Thesis currently being undertaken in Masai Mara University.

The questionnaires will remain anonymous and the identity of the school will not be revealed in the thesis. The research findings can be used in presentations and publications as part of the dissemination of the research knowledge.

Once again, my sincere thanks for participating in this research.

Yours Faithfully,

Linnet B.A. Namai,

P.O. Box 14745,

Nakuru.

Cellphone: 0722-981997

Appendix IV: Research Questionnaire for Principals

Section A: General Information

1. Gender

Male [] Female []

2. What is your age bracket?

21- 30 yrs [] 51-60 yrs []

31- 40 yrs [] Over 60 yrs []

41- 50yrs []

3. How would you describe the level of discipline in your school?
(High/Low)

4. How would you rate the performance of the school as far as Development of Values among Learners is concerned? (High/Low)

Section B: How Management Policies and Procedures Contribute Towards Development of Values among Learners

5. Which values are mostly exhibited by students in your school? Tick the most appropriate

Values	Yes	No
Love		
Integrity		
Responsibility		
Time keeping		
Honesty		
Obedience		
Discipline		
Punctuality		
Respect		
Peace		
Add more.....		

6. How do the following disciplinary procedures help develop values among your students?

Disciplinary Procedure	Values Developed
Corporal punishment	
Suspension	
Expulsion	
Withdrawal of privileges	
Withdrawal from class activities	
Detention	
Mockery in class and at assemblies	

7. What vices are developed in your students when employing the following disciplinary measures?

Disciplinary Procedure	Vices Developed
Corporal punishment	
Suspension	
Expulsion	
Withdrawal of privileges	
Withdrawal from class activities	
Detention	
Mockery in class and at assemblies	

8. How do the disciplinary policies implemented and procedures used in your school influence development of values among students? Explain briefly

.....

9. How does your school administration deal with students who come back from suspension?

	YES/NO
The school readmits students back after suspension	
The parents accompany their children to school and sign declarative discipline forms	
The suspended students is put under	

compulsory guidance and Counseling program	
The suspended student is put under another punishment	
The suspended students is asked to write an apology letter	
The suspended student is served with a warning letter	
The student is left free to join other students	
Exemption from manual duties	
Reporting every day to the deputy headteacher	
Dialogue with the school head teacher	
Attached to one of the teachers for help	
Follow up student's conduct by the class teacher	
The student is left to decide on his/her own whether to continue schooling or no	

10. In your own opinion, explain five values gained by employing suspension as a mode of discipline in your school:

.....

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11. In your own opinion, give three negative vices developed due to the application of suspension as a procedure of discipline in your school.

- a. Suspended students develop disrespect for teachers
- b. Suspended students develop disrespect for the school administration
- c. The student tries to get means of revenging
- d. Suspension gives the student another chance of misconduct

12. What challenges does your school administration face in the use of suspension as a disciplinary procedure and measure?

Challenges	YES/NO
Uncooperative teachers	
Uncooperative parents	
Refusal of students to tell the truth	
Suspension makes the student popular among other students	
Fear of performance going down	
Some suspended students incite others to go on strike	
Fear of legal implications	
Some students bring strangers instead of their parents	
Parents request for reduction in the suspension period	

13. Indicate cases in your school that have led to expulsion of students for the last two years

	YES/NO
Chronic theft	
Destruction of property	
Lesbianism	
Homosexual	
Disobedient to teachers	
Fighting	
Bullying	
Add more.....	

14. What challenges has your school administration faced by employing the suspension as a procedure for student discipline. Tick on the appropriate ones:

	YES/NO
Prolonged Process of expulsion as stated by the MOE	
The ministry stresses on retention of students in schools	
Expulsion of students denies students access to basic education	
Incitement from teachers	
Incitement from parents	
Uncooperative teachers	
Uncooperative parents	
Expulsion of students bring animosity in schools	
Any other?	

15. What challenges has your school administration faced in the application of expulsion as a procedure of discipline. Tick the appropriate one for your school.

	YES/ NO
Bureaucratic process which waste learning time	
Resistance from MOE office	
Resistance from parents	
Resistance from teachers	
The legal implication of expulsion	
Incitement of strikes in schools.	
Destruction of property	
Affects school enrolment	

Section C: Procedures for Selection of Student Leaders

16. Briefly explain how student leaders are appointed / selected at your school?

.....

17. What values are learnt by students through the process of student leaders’
 appointment procedures?

.....

Section D: Examination and Assessment Procedures and Development of Values among Learners

18. The following examination and assessment procedures are used in your school. Tick on the appropriate ones:

	YES✓/ NO
Provision of regular assignment	
Use of regular exercises	
Teacher made tests	
Continuous Assessments Tests (CATs)	
Schemes for making learning and training programmes practical-oriented	
Field studies	
Through self-assessment	

19. What values are learnt by learners from the examination and assessment procedures?

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Section E: Guidance and Counseling Procedures and Development of Values among Learners

20. Do you have an operational G/C office in your school? YES..... NO.....

21. Does your school have trained guidance and Counseling teachers? If yes, indicate how many against the school enrolment.....

22. What type of Guidance is provided to your students

Type of Guidance	YES√/ NO
Career Guidance / Educational	
Vocational	
Social	
Health	
personal	

23. What type of Counseling is provided to your students?

Types of Counseling	Response. YES/NO
Career	
Rehabilitation Counseling	
Mental health Counseling	
Substance abuse Counseling	
Educational Counseling	
Family Counseling	
Peer Counseling	

24. Does your school have a timetabled G/C programme? YES..... NO.....

25. Do students go for Counseling willingly? YES.....NO.....

If No... what reasons contribute to that?

.....

.....

26. Indicate how the following cases are addressed in your G/C office

Types of Counseling	Frequent	Rarely	Very frequent	Not at all
Disobedient to adults				
theft				
Lesbianism				
Homosexual				
Bullying				
Drug abuse				
absentism				
Sneaking				
Noise making				

27. What values are developed in your students through the Guidance and Cunselling procedure and services

Values developed through G/C	YES/NO
Love	
Respect for teachers	
Respect for other students property	
Sharing	
Responsibility	
Integrity	
Peace	
Honesty	

28. How do you rate the contribution of G/C procedures to the development of values among your students? V. High.....High.....Low..... V. LOW.....Undecided

29. What challenges are facing G/C services in your schools that has affected the development of values among your students?

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30. Explain briefly how G/C services can be improved to impart and develop positive values in your students

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Appendix V: Research Questionnaire for Teachers

Section A: General Information

1. Gender

Male [] Female []

2. What is your age bracket?

21- 30 yrs [] 51-60 yrs []

31- 40 yrs [] Over 60 yrs []

41- 50yrs []

3. How would you describe the level of discipline in your school?
(High/Low)

4. How would you rate the performance of the school as far as Development of Values among Learners is concerned? (High/Low)

Section B: How Disciplinary Policies and Procedures Contribute Towards Development of Values among Learners

5. Which values are mostly exhibited by students in your school? Tick the most appropriate

Values	Yes	No
Love		
Integrity		
Responsibility		
Time keeping		
Honesty		
Obedience		
Discipline		
Punctuality		
Respect		
Peace		
Add more.....		

6. How do the following disciplinary procedures help develop values among your students?

Disciplinary Procedure	Values Developed
Corporal punishment	
Suspension	
Expulsion	
Withdrawal of privileges	
Withdrawal from class activities	
Detention	
Mockery in class and at assemblies	

7. What vices are developed in your students when employing the following disciplinary measures?

Disciplinary Procedure	Vices Developed
Corporal punishment	
Suspension	
Expulsion	
Withdrawal of privileges	
Withdrawal from class activities	
Detention	
Mockery in class and at assemblies	

8. How do the disciplinary policies implemented and procedures used in your school influence development of values among students? Explain briefly

.....

9. How does your school administration deal with students who come back from suspension?

	YES/NO
The school readmits students back after suspension	
The parents accompany their children to school and sign declarative discipline forms	
The suspended students are put under	

compulsory guidance and Counseling program	
The suspended student is put under another punishment	
The suspended students is asked to write an apology letter	
The suspended student is served with a warning letter	
The student is left free to join other students	
Exemption from manual duties	
Reporting every day to the deputy headteacher	
Dialogue with the school head teacher	
Attached to one of the teachers for help	
Follow up student's conduct by the class teacher	
The student is left to decide on his/her own whether to continue schooling or no	

10. In your own opinion, explain five values gained by employing suspension as a mode of discipline in your school:

.....

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.....

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11. In your own opinion, give three negative vices developed due to the application of suspension as a procedure of discipline in your school.

- e. Suspended students develop disrespect for teachers
- f. Suspended students develop disrespect for the school administration
- g. The student tries to get means of revenging
- h. Suspension gives the student another chance of misconduct

12. What challenges does your school administration face in the use of suspension as a disciplinary procedure and measure?

Challenges	YES	NO
Uncooperative teachers		
Uncooperative parents		
Refusal of students to tell the truth		
Suspension makes the student popular among other students		
Fear of performance going down		
Some suspended students incite others to go on strike		
Fear of legal implications		
Some students bring strangers instead of their parents		
Parents request for reduction in the suspension period		

13. Indicate cases in your school that have led to expulsion of students for the last two years

	YES/NO
Chronic theft	
Destruction of property	
Lesbianism	
Homosexual	
Disobedient to teachers	
Fighting	
Bullying	
Add more.....	

14. What challenges has your school administration faced by employing the suspension as a procedure for student discipline. Tick on the appropriate ones:

	YES	NO
Prolonged Process of expulsion as stated by the MOE		
The ministry stresses on retention of students in schools		
Expulsion of students denies students access to basic education		
Incitement from teachers		
Incitement from parents		
Uncooperative teachers		
Uncooperative parents		
Expulsion of students bring animosity in schools		
Any other?		

15. What challenges has your school administration faced in the application of expulsion as a procedure of discipline. Tick the appropriate one for your school.

	YES ✓ / NO
Bureaucratic process which waste learning time	
Resistance from MOE office	
Resistance from parents	
Resistance from teachers	
The legal implication of expulsion	
Incitement of strikes in schools.	
Destruction of property	
Affects school enrolment	

Section C: Procedures for Selection of Student Leaders

16. Briefly explain how student leaders are appointed / selected at your school?

.....

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17. What values are learnt by students through the process of student leaders appointment procedures?

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Section D: Examination and Assessment Procedures and Development of Values among Learners

18. The following examination and assessment procedures are used in your school. Tick on the appropriate ones:

	YES✓/ NO
Provision of regular assignment	
Use of regular exercise	
Teacher made tests	
Continuous Assessments Tests (CATs)	
Schemes for making learning and training programmes practical-oriented	
Field studies	
Through self-assessment	

19. What values are learnt by learners from the examination and assessment procedures?

.....

.....

.....

Section E: Guidance and Counseling Procedures and Development of Values among Learners

20. Do you have an operational G/C office in your school? YES..... NO.....

21. Does your school have trained guidance and Counseling teachers? If yes, indicate how many against the school enrolment.....

22. What type of Guidance is provided to your students?

Type of Guidance	YES√/ NO
Career Guidance / Educational	
Vocational	
Social	
Health	
personal	

23. What type of Counseling is provided to your students

Types of Counseling	Response.. YES/NO
Career	
Rehabilitation Counseling	
Mental health Counseling	
Substance abuse Counseling	
Educational Counseling	
Family Counseling	
Peer Counseling	

24. Does your school have a timetabled G/C programme? YES..... NO.....

25. Do students go for Counseling willingly? YES.....NO.....

If No... what reasons contribute to that?

.....

.....

26. Indicate how the following cases addressed in your G/C office

Types of Counseling	Frequent	Rarely	Very frequent	Not at all
Disobedient to adults				
theft				
Lesbianism				
Homosexual				
Bullying				
Drug abuse				
absentism				
Sneaking				
Noise making				

27. What values are developed in your students through the Guidance and Cunselling procedure and services

Values developed through G/C	YES/NO
Love	
Respect for teachers	
Respect for other students property	
Sharing	
Responsibility	
Integrity	
Peace	
Honesty	

28. How do you rate the contribution of G/C procedures to the development of values among your students? V. High.....High.....Low..... V. LOW.....Undecided

29. What challenges are facing G/C services in your schools that has affected the development of values among your students?

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30. Explain briefly how G/C services can be improved to impart and develop positive values in your students

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Appendix VI: Interview Schedules for Student Leaders

1. Are you aware of the disciplinary policies and procedures applied in your school?
If yes, please mention four main disciplinary policies and procedures.
2. What lessons do you learn from the disciplinary policies and procedures as applied at your school?
3. How are student leaders appointed / elected at your school? Please explain
4. What lessons do you learn from the student leaders' appointment policies and procedures as applied at your school?
5. What examination and assessment procedures does the school management at your school use?
6. What lessons do you learn from examination and assessment procedures as applied by your school?
7. What are the main guidance and Counseling procedures at your school?
8. What lessons do you learn from guidance and Counseling procedures as applied by your school?

Appendix VII: Focus Group Discussion for Students

1. Are you aware of the disciplinary policies and procedures applied in your school?
If yes, please mention four main disciplinary policies and procedures.
2. What lessons do you learn from the disciplinary policies and procedures as applied at your school?
3. How are student leaders appointed / elected at your school? Please explain
4. What lessons do you learn from the student leaders' appointment policies and procedures as applied at your school?
5. What examination and assessment procedures does the school management at your school use?
6. What lessons do you learn from examination and assessment procedures as applied by your school?
7. What are the main guidance and counseling procedures at your school?
8. What lessons do you learn from guidance and Counseling procedures as applied by your school?

Appendix VIII: Checklist for Screening Values among Learners

To be completed with the help of student leaders: Guiding Key: Very Often [5] Often [4] Sometimes [3] Rarely [2] Never [1]

Values Developed	5	4	3	2	1
Inner values					
Learners display humility					
Learners show love for one another learners and patient					
Learners show gratitude / appreciation					
Learners show compassion/ forgiveness					
Learners are self-disciplined					
Behavioral societal values					
Learners are respectful					
Learners are honest					
Learners are responsible					
learners are fair and just					
Learners are attentive and kind					
Learners are friendly					
Learners have integrity					
Personal gifted values					
Learners are courageous					
Learners are enthusiastic					
Learners have a service spirit					
Learners are able to persevere					
Learners are hard-working					
Learners are generous					
Learners are creative					

Appendix IX: Letter from the County Director of Education

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING OF BASIC EDUCATION**

Telegrams: "EDUCATION",
Telephone: 051-2216917
When replying please quote
Email: cdenakurucounty@gmail.com
Ref. CDE/NKU/GEN/4/1/21 VOL.VIX/25



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

6th February, 2019

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION - LINNET AYAKO MAINGI
PERMIT NO. NACOSTI/P/18/95000/24554**

Reference is made to letter NACOSTI/P/18/95000/24554
Dated **24th September, 2018**

Authority is hereby granted to the above named to carry out research on
*"Effective of management procedures on the development of values among
learners in public secondary schools in Nakuru County, Kenya"* for a period
ending **20th September, 2019**

Kindly accord her the necessary assistance.

For: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

**JOYCE SANKOK
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU**

Copy to:

- ✓ Maasai Mara University
P.O Box 861
NAROK

Appendix X: Research Authorization from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/93000/24554**

Date: **24th September, 2018**

Linnet Ayako Maingi
Maasai Mara University
P.O. Box 861
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effectiveness of management procedures on the development of values among learners in public secondary schools in Nakuru County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **20th September, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. MOSES RUGUTT, PHD, OGW
DIRECTOR GENERAL/CEO

Copy to:


The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

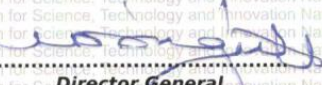
Appendix XI: Research Permit

THIS IS TO CERTIFY THAT:
MS. LINNET AYAKO MAINGI
of MAASAI MARA UNIVERSITY,
14745-20100 NAKURU, has been
permitted to conduct research in
Nakuru County
on the topic: EFFECTIVENESS OF
MANAGEMENT PROCEDURES ON THE
DEVELOPMENT OF VALUES AMONG
LEARNERS IN PUBLIC SECONDARY
SCHOOLS IN NAKURU COUNTY, KENYA
for the period ending:
20th September, 2019

Permit No : NACOSTI/P/18/93000/24554
Date Of Issue : 24th September, 2018
Fee Received :Ksh 2000



Applicant's Signature



Director General
National Commission for Science, Technology & Innovation


THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 20770

CONDITIONS: see back page

Appendix XII: NACOSTI Bank Slip

KCB BANK

CREDIT ADVICE
CASH DEPOSIT

KCB FLAMINGO - MARIU
Account AT KCB KIPANDA HOUSE

KCB BANK KENYA LTD. MARIU
19/03/2015 10:00

ACCOUNT DETAILS
A/C NO: 1100162547
A/C REF: 005261970364
PAY CASH FOR SCI ,TECH AND INNOV
Current Account - Bundled

We have credited your above account with 2,000.00 KES

Kenya Shillings TWO THOUSAND ONLY

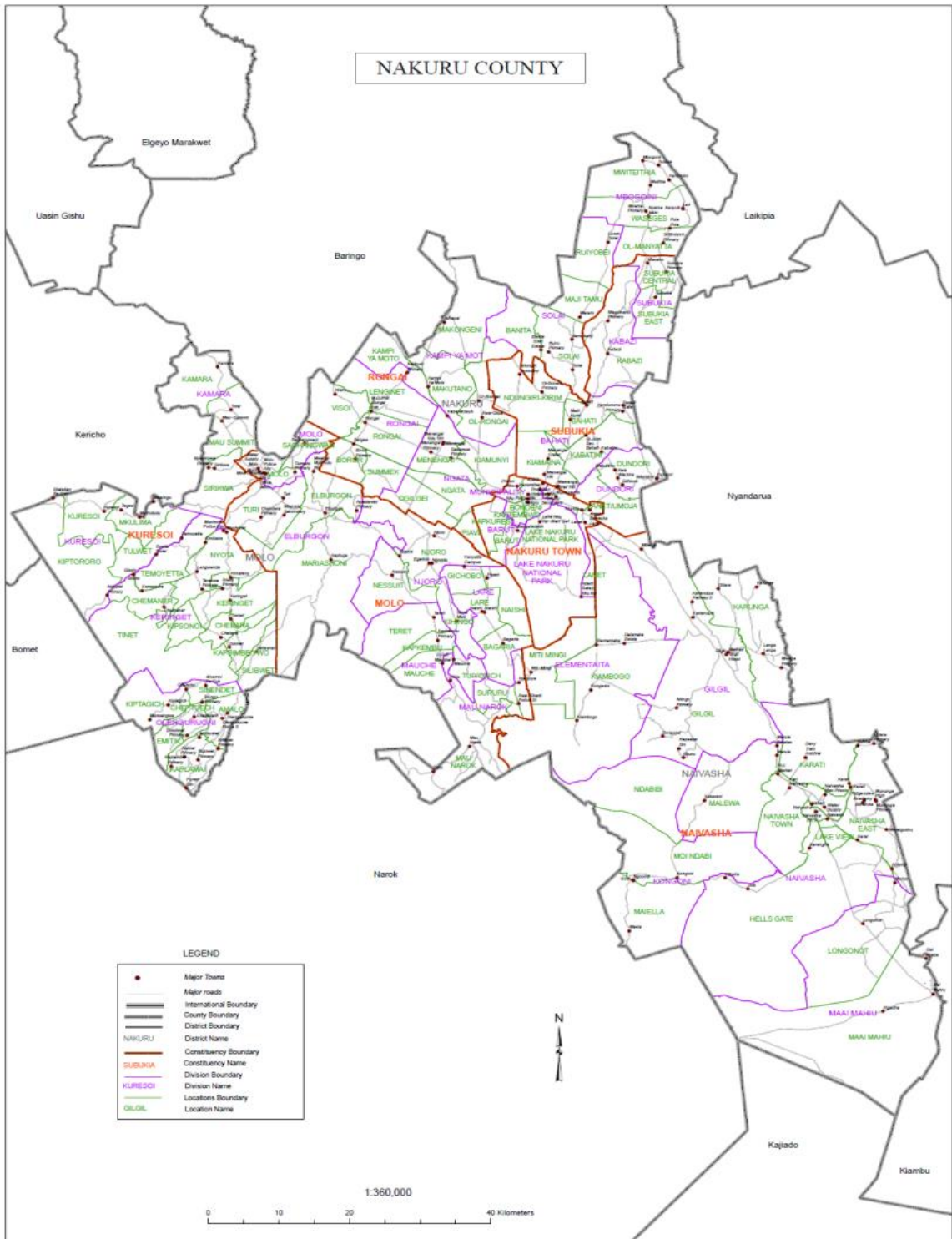
CASH PAID IN BY: LINNET N.A. NAMA-DEI/4/004/2013 Signature: 

Transaction Number: TT10215MSD14 at 11:42:47 On 03/08/2015

Thank you for banking with us. You were served by: KIBET DAVIDSON MARITIM

*** Advice not valid unless Transaction Number is shown ***

Appendix XIII: Map of Nakuru County



EFFECTIVENESS OF MANAGEMENT PROCEDURES ON THE DEVELOPMENT OF VALUES AMONG LEARNERS IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA

ORIGINALITY REPORT

7 %	7 %	0 %	1 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ir-library.mmarau.ac.ke:8080 Internet Source	7 %
2	Submitted to Mount Kenya University Student Paper	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On